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**An Executive Role Study:  
Investigating  
Expectation Enactment  
in the Role of the Chancellor  
of the University of the Nations-Kona**

**By**

**Gene Early**

**B.A. Davidson College USA  
M.S. University of Bridgeport USA**

**Submitted to the Open University in Partial Fulfilment of  
the Requirement of the Degree of Doctor of Philosophy**

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## Abstract

This research created an Expectation Enactment Analysis, which was used to study the Chancellor of a Christian, faith-based, missions-oriented university. The study was grounded in the field of managerial work, jobs, and behaviour. It also drew on symbolic interactionism, role theory, role identity theory, and enactment theory.

The framework for Expectation Enactment Analysis contains seven components viewed from three perspectives. The components are 1) identification of contextual parameters, 2) Role Episode analyses, 3) interviews of the Chancellor and his Role Set Members, 4) identification of Managerial Agenda items, tasks, and activities, 5) identification of three Expectation Enactment Programs, 6) expectations enacted, and 7) Impact Analysis. The three perspectives are organizational, interpersonal, and personal.

This Analysis developed the Expectation Enactment Program model—an open systems, role construct—integrating the managerial agenda as an internal standard for internal processing and external performance. Additionally, the Analysis linked external performance to expectation enactment and the Role Incumbent's impact on the organization, his Role Set Members, and himself.

The study employed a naturalistic, "inquiry from the inside" approach characterised by a longitudinal, field based, case study format relying on qualitative methods. It was an exploratory study designed to create a conceptual framework for further developing an understanding of managerial roles. This methodology involved intensive participation on the part of the researcher. As a result, it extends this type of research only occasionally seen in the field of managerial work, jobs, and behaviour.

Expectation Enactment Analysis integrates work from a breadth of related disciplines. Such an Analysis offers the possibility of understanding 1) the functioning of a Role Incumbent in role, 2) the impact of that functioning on an organization, Role Set Members, and him/herself, and 3) potential leverage points for creating change within the organization through the Role Incumbent. The Analysis offers future possibilities for application in research, management education, and executive development.

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Appendix 2: Researcher-Oriented Role Episode Questions

Appendix 3: Role Set Member Interview Schedule

Appendix 4: Areas of Responsibility Generating Expectations for the Chancellor

Appendix 5: Glossary

**Chapter One**  
**Review of the Literature**  
**and Conceptual Path for the Research**

## 1.0 Review of the Literature and Conceptual Path for the Research

This chapter reviews the literature upon which this study builds. It has two purposes-- to orient the reader and to create the conceptual path from which Expectation Enactment Analysis is possible. It focuses primarily on the question, "What theoretical frameworks exist as a basis for an Expectation Enactment Analysis study?" The chapter looks at a variety of such frameworks, analyzes and adjusts them, and creates the basis for this Expectation Enactment Analysis.

This Analysis is a socially constructed reality that provides a process for answering the question, "What do managers do?" The complete answer to what the Chancellor *does* from this frame of reference is contained in the thesis. The simple answer is, "Managers *crystallize and evolve* their managerial agenda, *act* on it through their Expectation Enactment Programs, *enact* expectations in Role Set Members as a result, and *impact* themselves, others, their organizations, and their larger social systems." This sequence represents the broadest view of the Analysis and a simple answer to the question posed.

This first section offers a review of literature from managerial work, jobs, and behavior. It shows the transition from classical management writers to those interested in the *reality* of everyday managerial life. Subsequent sections show the development of the Expectation Enactment Program model, a core component in Expectation Enactment Analysis.<sup>1</sup>

### 1.1 What Do Managers Do: Managerial Work, Jobs, and Behavior

This section begins with the classical school of management theory. Managerial work, jobs, and behavior critiques theoretical work done within this school. Additionally, it contrasts the classical school's deductive approach with its own inductive approach. Following sections on these two approaches, this chapter integrates the research within managerial work, jobs, and behavior, role theory, and enactment theory.

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<sup>1</sup> These components include Role Theory, the Role Episode Model, and Symbolic Interactionism. Following that comes the Determinants of Expectation Enactment Model, Enactment Theory, and Role Identity Theory. Final sections include the Role Identity Model, the managerial agenda concept, and most importantly the integration overview of Expectation Enactment Analysis.

### 1.1.1 *The Classical View*

The classical school of management developed in the early Twentieth Century with its interest in formal organizations and administration. Scholars recognize Fayol (1916/1949) as a pivotal figure in these developments. He wrote a theory of administration based on his experience as managing director of a French coal mining company. This work proposed a series of functions related to general management—planning, organization, command, co-ordination, and control. They continue to exert influence to this day.

Fayol and others (e.g., Gulick, 1937; Taylor, 1903, 1911; Urwick, 1943) wrote from practical experience coming from the industrial age. This experience offered a different context than what managers in the West face today. They tended to describe organizational life in terms of rational processes. The effect of individuals' interactions and the interplay of contextual factors received relatively little attention. March and Simon (1958) and others since have challenged this rational view of the classical school.<sup>2</sup>

### 1.1.2 *The Reality of Managerial Work, Jobs, and Behavior*

Researchers in managerial work, jobs, and behavior want to know what managers actually do. Carlson initiated this trend by studying executives' behavior in their daily work setting (Carlson, 1951/1991). His studies and report contain in seminal form much of what followed in successive studies. These findings include such things as the significant extent of workload, verbal interaction, interpersonal relations required, and boundary crossing in networking. Subsequent writers demonstrate through empirical, methodological and theoretical studies that Fayol's (1916/1949) categories of management remain too general for accurate description.<sup>3</sup>

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<sup>2</sup> The conceptions of the classical school offer a broad framework for thinking about management. That approach continues to exert influence. For example, MacKenzie (1969) developed a more comprehensive model. It defines the relationship between leadership and management elements, tasks, functions, and activities. However, this approach does not answer a question that other researchers find compelling, "What do managers and executives *actually* do?" To answer this question, managerial work, jobs, and behavior researchers take a more inductive and empirical approach.

<sup>3</sup> Brewer and Tomlinson, 1964; Burns, 1954, 1957; Campbell et al. (1970); Carroll and Gillen, 1987; Child and Ellis, 1973; Copeman, Luijk and Hanika, 1963; Dalton, 1959; Dubin and Spray, 1964; Fletcher, 1973; Fondas and Stewart, 1994; Gouldner, 1955; Hales, 1986; Hannaway, 1995; Hemphill, 1959; Horne and Lupton, 1965; Kelly, 1964; Kotter, 1982a, b; Luthans, Welsh, and Rosenkrantz, 1993; Marples, 1967, 1968; Martin, 1956; Martinko and Gardner, 1985; Mintzberg, 1970, 1971, 1973a, b, 1975, 1991; Nichols and Beynon, 1977; Phesey, 1972; Sayles, 1964; Silverman and Jones, 1976; Synder and Glueck, 1980; Stewart, 1965, 1967, 1976; 1989; Stewart et al., 1980; Whitley, 1989; Wilmott, 1987.

Carlson (1951/1991) found very limited resources in the literature of his day about how executives actually work. Only three references related to how executives spent their days. Three more related to a methodology for observing day to day behavior. His study of the working methods and efficiency of a group of Swedish executives broke relatively new ground. He primarily used background documentation, questionnaires and interviews to do this.

He quickly realized the difficulty of such a study due to the complexity of executive work. However, he pursued a "description of the work of the managing director" (1991, p.25). He documented time usage and communication patterns. He also noted, however, that "we shall only come to a full understanding of executive actions if we observe them in relation to the simultaneous actions of other people in the organization" (1991, p.94). Viewing executive action *in context* with others connects Carlson with this thesis.

Sayles (1964) linked managerial work to behavioral activity through three categories. These categories provide analytical tools for investigating the work of executives. They include the "manager as participant in external work flows;" "manager as leader;" and "manager as a monitor" (p.49ff). Sayles' work on the interface between the manager's job and jobs of others connects his work with this research. He suggests the executive's behavior patterns consist of learnable skills and provide standards of evaluation for actual performance.

Stewart's (1967, 1976, 1982) interests in what managers do came from a desire to help managers better understand and act in their jobs. This included thinking more knowledgeably about their work, planning for their future, recruiting, selecting, and training others for the jobs needed. She not only has documented patterns and types within jobs, but also thought about the differences in jobs. She kept an interest in the diversity inherent in managerial work. She added new distinctions to the analysis of managerial jobs including the following.

Firstly, she distinguished job types by the contacts the jobs involved. Secondly, she defined work patterns by the degree of fragmentation of work in them. Thirdly, she identified exposure highlighting mistakes linked to a specific person, the time required to recognize poor performance, and the relative importance of poor performance. Fourthly, she developed a model of demands, constraints and choices within similar as well as different jobs.



Characteristics from her work (Stewart, 1967) and others (Hales, 1986; Kotter, 1982a; Mintzberg, 1973) documented managerial behavior. It is often fragmented; mainly verbal; interpersonal; oriented to networking; political; relying significantly on informal information; thinking on the run; and multi-purposed.

Mintzberg's (1973) study on the nature of managerial work captured the imagination of many researchers in the field. He built on the work of Carlson (1951), Sayles (1964), Stewart (1967) and others. For him, the literature on managerial work did not describe the *characteristics and content* of what managers do. Therefore, he focused on 1) the job not the person; 2) similarities not differences in managerial work; and 3) the content essential to the job (p.230). He researched five CEOs and their organizations. Through structured observation he generated interpersonal, informational and decisional categories of executive behavior. These he broke down into ten behavioral roles.<sup>4</sup>

Kotter's work (1982a, and with Lawrence, 1974) contributed to understanding second order managerial functioning. He introduced the concepts of network building and agenda setting, as well as task execution. For him, mapping out agendas and utilizing networks function as keys to getting work done. Kotter concluded that how general managers' approached their jobs determined behavior. He continued, however, to further add that the nature of the job and the type of job occupant contributed as well.<sup>5</sup>

Hales (1986) in his review of the literature suggested that managerial behavior differs from managerial work. In other words, the answer to "What do managers do?" cannot be found only in managerial behavior. For him managerial work extends beyond the bounds of any single managerial job or category of jobs. It encompasses at least five areas with related, implicit questions: "1) the *substantive elements* of managerial work (What do managers do?); 2) the distribution of managers' *time* between work elements (How do managers work?); 3) *Interactions* (With whom do managers work?); 4) *informal* elements of managerial work (What else do managers do?); and 5) *themes* which pervade managerial work (What

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<sup>4</sup> The interpersonal category included figurehead, liaison, and leader roles. The informational category include monitor, disseminator, and spokesman roles. The decisional category included entrepreneur, disturbance handler, resource allocator, and negotiator roles.

<sup>5</sup> Kotter wrote, "Most of the visible patterns in daily behavior seem to be direct consequences of the way GMs approach their job...and thus consequences of the nature of the job itself and the type of people involved" (1982a, p.163).

qualities does managerial work have?)" (p.90).

In that review he distinguished the *elements* and the *processes* of managerial work. Firstly, he suggested that researchers have recognized the futility of finding the *definitive* managerial job. Secondly, they have opened up the search for categories of managerial jobs. Thirdly, they have increased the variety of research models used. And, fourthly, they have adopted perspectives emphasizing the "contingent and processual relationship between...variables...." (p.93).

Hales' review exposed a number of useful questions related to the development of this field. He identified three particular gaps. These included lack of theory, lack of contextualization, and lack of empirical standards. This study contributes to filling the gaps in the first two of these areas. It also responds to Stewart's (1989) analysis of ways forward in the field through studying the thoughts and actions of the Role Incumbent *over time*.<sup>6</sup>

### 1.1.3 Conclusions

This first section of literature review covers reading in the field of managerial work, jobs, and behavior. The following conclusions come from this reading.

- 1) Abstract and generalized concepts insufficiently capture what managers and executives actually do.
- 2) Full understanding of executive actions requires observation of executives in interaction with those they work with.
- 3) Behavior patterns expressed through roles are learnable skills and may be used to establish performance standards.
- 4) Cognitive processing, demands of the job, and people the manager relates to impact managerial behavior.

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<sup>6</sup> Mintzberg (1991) agreed with Hales (1986) about the limitation of theory and extent of research undertaken in this field. He suggested that management today remains not so easily pursued as an applied science, but more as a practical art. And, he urged the continued development of viable theories despite the complexity and variety of managerial work. In reflection, Mintzberg (1991, p.100) posed the question, "Why have we failed to come to grips with the essential nature of managerial work?" One answer he suggested was that the past exemplified by Fayol (1916/1949) and Gulick (1937) unconsciously influences many researcher's perceptions and premises. He highlighted the distinction between the model of rationality and control and the model of emergence in his own studies, making the case for the latter in taking this field forward.

- 5) Researchers pioneering attention to the processes of managerial work, jobs, and behavior emphasize a dynamic rather than static approach to the field.
- 6) The inductive approach of managerial work, jobs, and behavior research captures the emergent nature of managerial work, jobs, and behavior.
- 7) Role theory contains essential elements and relationships to address the reality of everyday managerial work, jobs, and behavior.
- 8) Research in managerial work, jobs, and behavior contributes to the planning, recruiting, selection and training of managers and executives.

#### 1.1.4 *Recommendations for the Research*

Recommendations for the research which emerged out of this review of the literature included the following:

- 1) Use a role theory framework for the study.
- 2) Engage in inductive research following the lines of development in managerial work, jobs, and behavior.
- 3) Use observational research to discover what the subject and those he interacted with *actually* did.
- 4) Pay attention to the interaction of a number of elements in the setting. Include the Role Incumbent, communication processes, those he interacts with, and demands of the job itself.
- 5) Orient the research to explanation of the managerial role and its impact.

## 1.2 Transition: Theory in Managerial Work, Jobs, and Behavior

Research in the field of managerial work, jobs, and behavior began with an interest in the inductive approach. It tended to focus on the *parts* of managerial work, jobs, and behavior. It created "all kinds of lists--of tasks or roles or 'competences'" (Mintzberg, 1994, p.11). These functioned descriptively. The development of theory (Hales, 1986, Fondas and Stewart, 1994) represents forward movement in the field of managerial work, jobs, and behavior.

Merton (1949) noted that abstract, grand theories often did little to explain specific

situations. Classical management writers fall into this category. In place of the grand theory, Merton introduced *middle range theory*. This type of theory, built from empirical data producing generalizations applicable to specific situations offered a better view of social processes. This view of theory corresponds to Hales' (1986) call for theory in managerial work, jobs, and behavior. It also highlights developments introduced by Glaser and Strauss (1967) who sought to extend beyond Merton's contributions to grounded theory.

Hales (1981) defined such theory within managerial work. He wrote, "Theories postulate the *existence* of an event (or set of events) or postulate a *relationship* between events. Thus, a theory of management may postulate what management is, what function managers perform, what managers do and/or the relationship between these functions or behaviors and other events or variables" (p.114).

Role theory offers a starting point for theory in managerial work, jobs, and behavior because it spotlights the individual interfacing with the organization through other individuals. It provides a middle range framework for expectation enactment both in terms of activities and results. Kahn et al. (1964) developed a middle range role theory explaining "human interaction in an organizational setting" (Beres and Price, 1980, p.259). In the process they developed a Role Episode Model. Katz and Kahn (1978) further developed this theory and model focusing on the communication between a focal person and his or her role relations.

Hales (1986) did not explicitly mention the Katz and Kahn (1978) model as a means of integrating role theory and managerial work, jobs, and behavior. However, Fondas and Stewart (1994) did. And it is to the development of role theory in managerial work, jobs, and behavior that we now turn.

### 1.3 The Impact of Roles: Role theory

This section will develop role theory. It will then move to the specific middle range theory represented by the Katz and Kahn's (1978) work on role episodes.

The concept of role can be found in literature as early as the work of Park (1926), Mead (1934), and Moreno (1934). However, the noted social anthropologist, Ralph Linton (1936), magnified its influence. His interests in roles and role expectations primarily related to his interest in culture. He saw a social system as "the sum total of the ideal patterns which

control the reciprocal behavior between individuals and between the individual and society..." (1936, p.107). Thus he emphasized social expectations of anyone in a position and acting in the associated role. Linton presupposed a social consensus within his theory of roles. However, Gross *et al.* (1958) empirically showed the lack of such social consensus between Role Incumbents and Role Set Members. Even so, Linton stimulated many researchers to develop role theory.

From these early days of role theory, two particular sociological streams developed. This first stream flowed from social anthropology and classical sociology expressed in structural functionalism. It studied institutions—how they order society, bring change, and regulate social control and conformity (Linton, 1936; Merton, 1949, 1957; Parsons, 1951). Researchers saw people joining together in social groupings to seek a common goal. These groupings interlocked with one another to give society its strength. This stream emphasized prescribed behaviors for individuals in these groupings. This view then sees social structure determining social action (Blumer, 1966, p.543).

In this view, the person occupies numerous social roles within various groupings. As such, it sees the person as the collection of these roles rather than as an integrated whole (Stryker and Statham, 1985). Rights and obligations define the mutual expectations. Some see this from a legal view of social relations (Banton, 1965). Others see a moral foundation underlying it (Stryker and Statham, 1985). The theory suggests that sanctions maintain conformity to the role and thereby social stability. Stability then gives continuity to society.

This stream thus focuses on rights and obligations, stability and conformity. It explains how anyone entering into a role, e.g., a managerial role, brings a socio-cultural knowledge of what's acceptable and what's not. It fails, however, to address sufficiently the individual's contribution to society (Turner, 1985, p.27-28). In addition, it tends to focus on a rigid and deterministic set of assumptions regarding social life (Biddle, 1979, p.164; Sewell, 1992, p.2).

On the other hand, the second stream explains social life in terms of how individuals and groups construct society (Callero, 1994; Handel, 1979; Heiss, 1981). Here, symbolic interactionism contributes to role theory, and ultimately to this study of managerial behavior. Structuralists wrote as if roles were firmly defined with high levels of consensus (Parsons, 1951). However, interactionists note that individuals don't simply assume roles, but

make them (Graen, 1976; Turner, 1972). The continual modification of roles through interaction over time not only defines the roles, but also evolves them.

This second stream, interactionism, forms from a variety of sources emphasizing interaction and the self. It emphasizes the creative expression of the individual in relationship with others (Lindesmith and Strauss, 1968, p.277). Historically, the Scottish Enlightenment (Ferguson, Hume, Smith, and Hutcheson; see Bryson, 1945) and American pragmatism (Dewey, 1896, 1930; James, 1890) feed it. Cooley (1902) and Mead (1934) anchor it. It recognizes that individuals define results of their own interactive behavior. Individuals balance out the constraints of social structure. And, it shows how individuals can alter their social structures.

Both these streams contribute to understanding roles in social life. One focuses on the impact of social structures on individuals. The other looks at how individuals interact and impact social structures. The next section will consider various definitions of role and establish the approach this research took to it.

### 1.3.1 Definition of "Role"

How then is *role* traditionally defined? As previously mentioned, Linton (1936) defined role from a cultural perspective. Davis (1949) emphasized the behavioral aspect associated with roles when he wrote, "How an individual actually performs in a given position, as distinct from how he is supposed to perform, we call his role" (p.90). Others follow in this emphasis on behaviors (Allen and Van de Vliet, 1984; Biddle, 1979; Harrison, 1980; Merton, 1949; Mintzberg, 1973; Tsui, 1984). Still others make a distinction between role and role behavior (Katz and Kahn, 1978; Newcomb, 1951; Sarbin, 1968).

The commonality in all the definitions helps bring clarity to the definition. Gross *et al.* (1958) write that role *analysis* includes "three elements--social location, behavior, and expectations--which are common to most of the definitions..." (p.18). These three elements offer an initial framework within which to define role and locate a role study looking at expectation enactment.

### 1.3.2 Conclusions

Conclusions from this review of role theory include:

- 1) Interactionist role theory offers the most promising theoretical basis for this study. It emphasizes the individual's effect on society and social structures. This emphasis best supports a study of expectation enactment.
- 2) Structural functional role theory provides critique and critical development of such a study.
- 3) The key issues from both role theory streams provide background influencing the study.

### 1.3.3 Recommendations for the Research

Recommendations for the research emerging out of this review of role theory include:

- 1) Use an interactionist role theory approach to ground the study.
- 2) Use structural functional role theory approach to provide alternative perspectives.
- 3) Remain aware of issues that role theory addresses conceptually.

## 1.4 Transition: Models

Theory systematically organizes observations and information into a set of principles and assumptions. These analyze, explain, or predict the behavior of a particular phenomenon. As such theory deals with the underlying rules and principles which govern that phenomenon. To connect theory to action requires another tool. This tool, in many fields but specifically in managerial work, jobs, and behavior, is a model.

Nadler and Tushman (1980) write, "...one needs tools to unravel the mysteries, paradoxes, and apparent contradictions that present themselves in the everyday life of organizations. One tool is...a model. A model...indicates which factors are most critical or important. It also shows how these factors are related--that is, which factors or combination of factors cause other factors to change. In a sense then, a model is a road map that can be used to make sense of the terrain of organizational behavior" (p.235).

A model contains three keys to effectiveness. Firstly, the quality of the distinctions<sup>7</sup> determines the precision of the model. Precision by itself produces efficiency but not necessarily usefulness. Therefore, a model needs quality distinctions, but it also needs more than that. A statistical model might accurately detail the number and length of a manager's phone calls. However, it would not necessarily enhance his or her performance.

Secondly, the quantity of distinctions determines the breadth of the model. Clearly quantity and quality interact. Narrowly defined distinctions limit the scope of the model. Indiscriminate distinctions scatter attention. Simply having more distinctions doesn't make a model more effective. However, *more quality distinctions* do make a model more effective. In addition, effective models use only those number of distinctions necessary to achieve the outcome intended. Stewart's (1982a) model of demands, constraints and choices illustrates one model with both quality and appropriate quantity of distinctions.

Thirdly, the model's user determines its value by how he or she uses it. The model user decides when, where, how and with whom to use the model. Additionally, the model user invests a measure of competence in the use of the model. With this competence, the model user creates experience, e.g. expectations, in others as well as him or herself. In this way, the model provides the background for the effects of what the model user creates. Therefore, the user needs to understand the model and know how to use it when creating experience. Additionally, he or she needs to adjust it to the particular circumstances.

Hales (1981) has suggested that models "depict complex processes...to render that complexity more simple, coherent, hence understandable. Thus, models of management depict...the function of management, the work of management, processes of management and/or the relation between these and other variables" (p.114). The Katz and Kahn (1978) Role Episode Model offers one such example by showing a form of the relationship between the Role Incumbent and his or her Role Set Members and three sets of factors.

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<sup>7</sup> Distinctions mark out elements which need to be considered. They create relationships between these elements. Finally, they establish the types of outcomes expected or anticipated in contexts where the model is operating



## 1.5 The Role Episode Model

### 1.5.1 *Rationale for Choosing this Model*

High levels of interpersonal communication characterize managerial work. The Role Episode Model takes role theory and turns it into an interactional management tool. It offers a way to focus on the manager's communication. Uniquely in the field, it captures role dynamics and easily integrates into a managerial work, jobs, and behavior perspective.

Furthermore, the model opens up other possibilities. Firstly, it offers prospects of introducing theoretical contributions into managerial work, jobs, and behavior. Secondly, it contextualizes the role of managers within organizational, interpersonal and personal perspectives. Thirdly, it provides a basic form capable of integrating theory and other models more comprehensively (Mintzberg, 1994).

Therefore, the research utilizes this model as a starting point in role theory. What follows explains the elements of the model.

### 1.5.2 *Elements Within the Role Episode Model*

The Role Episode Model is depicted in figure 1. The *focal person*, or *role incumbent*, occupies a particular position (social location) within the organization.

Individuals who communicate expectations to the Role Incumbent regarding his or her activities in the role comprise the *role set* (Merton, 1957). They are called *role senders*, or *Role Set Members*.

The social location uniquely linked to other organizational positions and occupied by a *Role Incumbent* defines the *position*.<sup>8</sup>

*Role expectations* represent evaluative standards applied to the behavior of a Role Incumbent. When communicated by *Role Set Members*, these expectations are called the *sent role*.<sup>9</sup> The *sent role* carries role pressures, influence attempts by Role Set Members intended to

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<sup>8</sup> Katz and Kahn (1978) here highlighted that position or office comes with certain rights and obligations stemming from the organizational position itself.

<sup>9</sup> For example, in the 1997 the Chancellor restructured the Leadership Council. However, members of the existing Council communicated a *sent role*, the evaluative standard of "inclusion" (i.e, discussing what the structure would look like, how it would work, and who would be involved in it). Holding this standard firmly and negotiating led to a revised restructuring based on a new standard of "consensus" which was met.

bring conformity to their expectations.

The set of expectations a *Role Incumbent* gets from a *Role Set Member* is the *received role*.

*Role performance* is the *Role Incumbent's* behavioral response to his or her perception of the *sent role*.<sup>10</sup>

The *role episode* is an interactive situation represented as a cyclic series of communications between the *Role Set Member* and the *Role Incumbent*. The *Role Set Member* is attempting to influence the *Role Incumbent*. The *Role Incumbent* responds. This continues until the role episode finishes, creates shared expectations, or postpones negotiation.

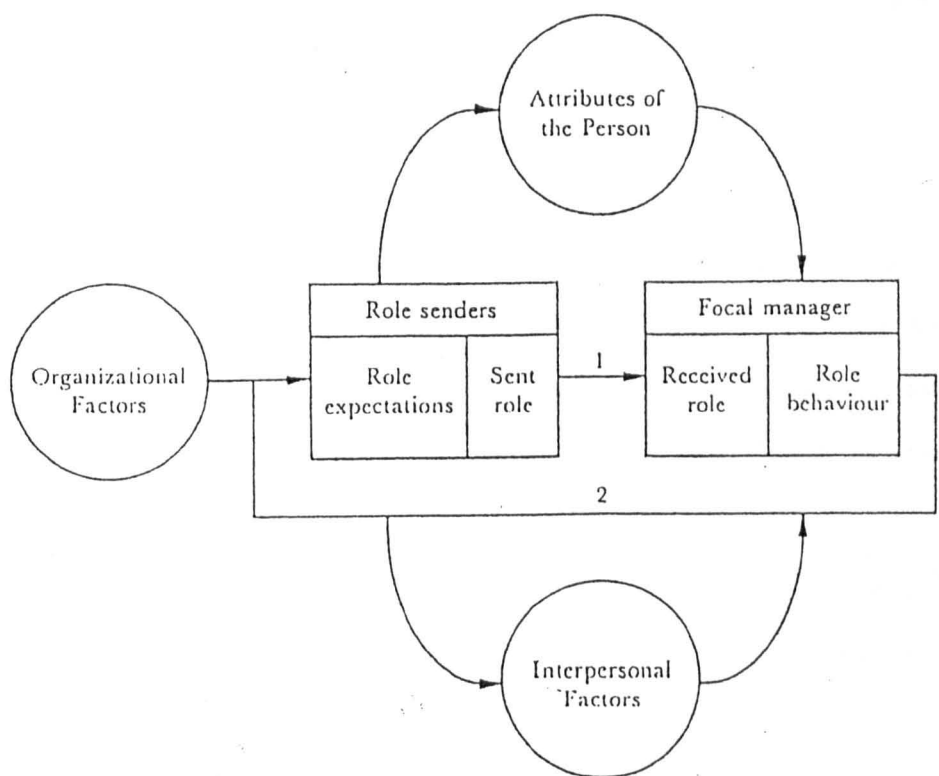


Figure 1: Katz and Kahn's (1978) Role Episode Model

<sup>10</sup> In this restructuring example, the Chancellor delayed his time table for restructuring to accommodate the necessary discussions. Out of those discussions came another strong expectation from some members of the Council that he be given "his structure," one he could work with as an expression of his leadership style [C-97/01/21~].

## 1.6 Individuals Interacting within a Social System: Symbolic Interactionism

### 1.6.1 Introduction

Symbolic interactionism complements the work of managerial work, jobs, and behavior and role theory. In this view, individuals interacting and making meaning out of these interactions create society and its social systems.<sup>11</sup> Organizations develop through the interactions of their members with each other and their environment.<sup>12</sup> The constant need to address new situations highlights the significance of individual choice in the process.<sup>13</sup> Choice is rooted in the subjective experience of the individual. And, symbolic interactionism gives a framework for analyzing the subjective experience of the individual as he or she interacts to create the organization.<sup>14</sup>

Key concepts in symbolic interactionism give critical input for constructing the model for the Expectation Enactment Program which this research has created.

### 1.6.2 The Self

The self conceived as a social object (Mead, 1934, pp.138-140) orients symbolic interactionism. An individual perceives, thinks about, communicates with, and acts upon him or herself. Thus, the individual may be conceived of as both subject, i.e., actor, and object, i.e., acted upon. This self-interaction becomes a basis for the individual's life in the social world (Blumer, 1966, p.536).

Additionally, symbolic interactionism sees the self as a process, not as a thing.<sup>15</sup> The self as object and process presupposes that it cannot exist without the group or society around

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<sup>11</sup> As Stryker and Statham (1985) have written, "Persons act with reference to one another in terms of the symbols developed through their interaction, and they act through the communication of these symbols. Society is a summary name for such interaction" (p.314).

<sup>12</sup> Katz and Kahn (1978) define the organization as "a system of roles" (p.187).

<sup>13</sup> Note how this philosophical perspective has oriented the work of Stewart (1982a, 1994), one of the leaders in the field of managerial work, jobs and behavior.

<sup>14</sup> As Stryker and Statham (1985) have written, "The underlying premise of symbolic interactionism is that the *subjective aspects of experience must be examined because the meanings people assign to things ultimately organize their behavior*. Therefore, symbolic interactionists must examine both the emergence of meaning and the way meaning functions in the context of social interaction (p.320, *italics added*).

<sup>15</sup> In Mead's (1934) terms, the process involves two aspects of the self, the "I" and the "me" (p.173). The "I" is the expressive, spontaneous, uninhibited aspect of the self. The "me" is the integration of social expectations. The dynamic between the expressive "I" and the conformative "me" produces the self (p.210).

it. The individual functions as a symbolic creature by evolving and sharing meanings with others in the community. Furthermore, having a self with the internalized meanings of one's group shows how social control becomes self control (Lauer and Handel, 1977, p.68).

### 1.6.3 *The Mind*

Mead (1934) conceives of the mind as interdependent with the self. Mind arises as one responds to problems encountered (Mead, 1938, p.657; 1936, p.385). It defines situations as well as imagining possible lines of action into the future. Through these lines the individual plans his or her response. The individual *constructs* his or her actions, rather than simply responding to the environment (Charon, 1979, p.94). In effect, mind captures individuals' active relationship to the self and the environment in which it functions (McCall and Simmons, 1966, p.207).

### 1.6.4 *Society and The Social Act*

Blumer (1966) and other symbolic interactionists see society formed through the interaction of individuals. As these individuals encounter each situation, a social act emerges. This social act is considered the basic unit of society.<sup>16</sup>

Individuals interpret the acts of others and expectations communicated. When individuals share a common definition of the situation, then patterned behavior occurs (Charon, 1979, p.136). However, when competing definitions occur, then negotiations between individuals produce new joint action (Strauss, 1978). Changing personal, interpersonal, and organizational conditions interact with environmental changes. They create new joint actions and new acts of social life.

### 1.6.5 *Definition of the Situation*

The mind's activity increases as social interactions increase. Individuals define the situations they confront. They identify relevant objects within that situation. They then proceed to act. Defining the situation orients and organizes behavior (Stryker and Statham,

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<sup>16</sup> A role episode is an example of a social act.

1985, p.322). It also establishes how roles define self and other(s) (Callero, 1994).<sup>17</sup>

Defining the situation requires seeing, hearing and feeling what happens. It requires making sense of these perceptions. It requires creating a "map" to guide responses to these perceptions. Finally, it presupposes behavior consistent with this map (Thomas, 1937, Lauer and Handel, 1977, p.84).<sup>18</sup> Individuals continually update this map in at least three ways. Firstly, new situations require new definitions (Charon, 1979, p.136). Secondly, familiar situations reinforce existing definitions (Berger and Luckman, 1966, p.30-31). Thirdly, variant situations modify existing definitions (Stryker and Statham, 1985, p.322).<sup>19</sup>

#### 1.6.6 Symbols

Individuals construct symbols that communicate meaning beyond themselves (Shibutani, 1961, p.121). In symbolic interactionism, symbols convey shared meaning. As Mead (1934, p.149) wrote, "What is essential to communication is that the symbol should arouse in one's self what it arouses in the other individual." Social interactions define symbols and use them purposefully (Stryker, 1959, p.116).

Language shows the most basic example of a symbol system. Hertzler (1965) describes the relationship of language and symbol system as "a culturally constructed and socially established system...of standardized and conventionalized...symbols, which have a specific and arbitrarily determined meaning and common usage for the purpose of socially meaningful expression and for communication in a given society..." (p.30).

Symbolic interactionism contributes to this work by providing a set of interactional concepts that give a framework for understanding social interaction, a key to the managerial

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<sup>17</sup> Thomas and Thomas (1928,p.528) established this concept when they first wrote, "If men define situations as real, they are real in consequences."

<sup>18</sup> It also accounts for how definition of a role evolves.

<sup>19</sup> Following are examples of defining the situation. *Self-fulfilling prophecy* (Merton, 1957, p.421) occurs when the force of a person's definition of another (or the self) causes the other to act in accord with that definition. Goffman (1959, p.1) highlights how individuals define the situation through their *self-presentation*. Ball (1967, p.293) describes how *physical environment* is used to achieve a similar effect for communicating a particular definition to the situation. Davis (1969) found that *organizational procedures* were used to change the definition of a situation. Weinstein and Deutschberger (1963) identified one-sided *altercasting* where an individual defines another in a particular role or by a particular identity. Zborowski (1952) identified how *reference groups*, i.e., groups which are used as the basis for comparison of self, influence individuals' definitions of the situation.

process. Combining it with role theory offers insight into such interaction in the managerial context.

#### 1.6.7 Conclusions: *An Integration of Symbolic Interactionism with Role Theory and Managerial Work, Jobs, and Behavior*

Social psychological researchers agree that social structures impact individuals, and individuals impact social structures (Callero, 1994; Hewitt, 1979; Heiss, 1981; McCall and Simmons, 1982). How then do these impacts take place? In what ways do they constrain and in what ways do they empower each other? So far, the literature offers an initial platform for asking these questions. However, the mechanisms whereby interaction between role players impacts social structures need clarifying. Symbolic interactionism offers an initial set of such mechanisms.

For example, it suggests that the person in role identifies with, or *takes the role of*, Role Set Members for two purposes (Turner, 1962). One is to understand expectations communicated. The other is to learn how to enact expectations within the Role Set Member. Such identification shapes the manager's self-perception (i.e., the Meadian 'me').

Secondly, symbolic interactionism considers the *self as an object* capable of self-reflection (Mead, 1934; Blumer, 1969; Stryker and Statham, 1985).<sup>20</sup> A manager discovers meaning for self and role through the vantage point of Role Set Members (Felson, 1985). So, the manager can discover who he or she is in role (Cooley, 1902; Mead, 1934; Turner, 1962).

Thirdly, a manager's *patterned interactions* with his or her Role Set Members become symbolized *as objects*. These *objects* are internalized representations of the interactions. Role Incumbent and Role Set Member(s) negotiate the meaning of these *objects* through their interactions. The *objects* may remain stable, or they may change over time. An implicit managerial goal appears here--impacting the organization's direction. He or she does this by defining meaning for external interactions and their internalized *objects*.

Symbolic interactionism points to role players' subjective experience in the form of these

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<sup>20</sup> Kuhn (1964), in his branch of symbolic interactionism, conceptualized a "core self" comprised of stable sets of meaning. This stability enables the self to *maintain continuity of behavior* through time and to *constrain one's own behavior*.

In addition, this conceptualization gives impetus to managers' self-definitions and how they indicate subsequent actions. Stryker and Statham (1985) note that "attitudes toward self are the best indicators of plans of action; consequently the most significant object to be defined in any situation is the self" (p.317). The approach to identity within role offers room for further development.

objects. It points to their objective experience of consensual reality in the form of *negotiated interactions*. Both subjective and objective experience help one understand the manager within his or her organizational context (Blumer, 1969; Cooley, 1902; Katz and Kahn, 1978; Mead, 1934; Thomas, 1937).<sup>21</sup>

This research began with a behavioral orientation growing out of management researchers asking, "What do managers *actually* do?" With input from symbolic interactionism, a broader view unfolds. It shows how social roles develop interactively, not simply as a function of cultural determinism. Finally, it accounts for the role functions of a chief executive, and more specifically, the internal and external aspects of that role function.

#### 1.6.7.1 *Specific Conclusions*

Conclusions emerging from the addition of symbolic interactionism to this work follow.

- 1) Social systems such as organizations form and maintain themselves through on-going social interactions between individuals.
- 2) To understand an organization, one must study the individual(s) as well as interactions of individuals.<sup>22</sup>
- 3) Studying an individual requires a perspective on the self which accounts for how situations are defined, definitions negotiated, and behavior engaged.
- 4) The Role Episode Model offers a model to handle both role interactions and potentially individual functioning.
- 5) The Role Episode Model requires additional distinctions to account for the internal processing of the individual in role episodes.

#### 1.6.8 *Recommendations*

Recommendations coming from this part of the literature review include...

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<sup>21</sup> See Sections 2.7.1; 2.9.4; and 8.2.1.3 for a fuller set of distinctions of subjective and objective reality or truth. Essentially the distinction is that subjective reality/truth is only truth for one individual. Objective reality or truth is consensual, subjective truth—i.e., people agree on the definitions of their subjective reality. Additionally, eternal reality/truth is God's alone, not subject to any individual or groups subjective interpretation.

<sup>22</sup> Both the subjective and objective experience are important if one is to understand the manager within his or her organizational context (Cooley, 1902; Mead, 1934; Thomas, 1937, Blumer, 1969). This means that in addition to observations, there is a need to discover managers subjective definition of who they are as one of the best predictors of what they will do, and how they will evolve their role. Stryker and Statham (1985) note that "attitudes toward self are the best indicators of plans of action; consequently the most significant object to be defined in any situation is the self" (p.317).

- 1) In addition to the interpersonal focus of the research, develop an individual focus.<sup>23</sup> Explain how the individual in focus orients his perceptions, situational definitions, and behavioral initiatives.
- 2) Integrate this individual focus into the Role Episode Model to expand its explanatory and applicational power.

Symbolic interactionism gives a perspective on role interactions. The Role Episode Model offers role based understanding of those interactions. What comes next provides a further development of these perspectives shifting primary attention from Role Set Members to the Role Incumbent.

### **1.7 Transition: Determinants of Expectation Enactment Model**

The Role Episode Model provided Fondas and Stewart (1994) a basis for developing theory in managerial work, jobs, and behavior. They synthesized research from different fields in producing their Determinants of Expectation Enactment Model.<sup>24</sup> In so doing, they brought four perspectives to the research.

Firstly, they used a role framework for analyzing occupational roles such as those of managers (Goffman, 1961; Sarbin, 1968).

Secondly, they highlighted the significance of interpersonal interaction (Kotter, 1982; Luthans *et al.*, 1988; Mintzberg, 1973; Shaw *et al.* 1989; Stewart, 1967, 1976).

Thirdly, they broadened the traditional, deterministic view of role theory (Biddle, 1979; Biddle and Thomas, 1966; Jones, 1983; Turner, 1985).

Fourthly, they focused on managerial impact through expectation enactment. (Strauss, 1978; Barley, 1986; Mintzberg and McHugh, 1985).

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<sup>23</sup> Symbolic interactionism suggests that "individual processes mirror social processes" (Stryker and Statham, 1985). This makes a model that can accommodate both the individual process and the social process desirable.

<sup>24</sup> The four fields were "managerial behavior, leadership dyads, symbolic interactionism, and idiosyncratic jobs" (Fondas and Stewart, 1994, p.83).



The fourth perspective is particularly important for this research. They shifted attention from *role sending* of the role set, to *role sending* of the Role Incumbent.<sup>25</sup> This shift grew from three sources: 1) role making during assimilation (Graen, 1976), 2) role reciprocity during interaction (Gouldner, 1960; Turner, 1985; Zurcher, 1983), and 3) managerial initiative in job definition (Kotter and Lawrence, 1972; Mintzberg, 1973; Stewart, 1982b.).<sup>26</sup>

In reviewing the literature, they hypothesized four sets of characteristics that may determine expectation enactment. These four included 1) role set, 2) focal manager (Role Incumbent), 3) relationship between focal manager and role senders, and 4) external organizational conditions. A total of seventeen characteristics emerged from their review. Figure 2 shows their model.

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<sup>25</sup> Katz and Kahn (1978) acknowledged role making (pp.218-219), but punctuated the communication sequence of their model beginning with the Role Set Member. As they write, "The role episode...consists of a sequence of events involving members of a role-set and the focal person. *The sequence begins with the role expectations held by members of the set for the focal person....*" (p.220).

Fondas and Stewart (1994) on the other hand focus on managerial initiative. They write, "Portraits of managers in action show people who are often proactive and 'entrepreneurial' with respect to the demands and constraints in their jobs or environments" (p. 91). Their theoretical model develops role theory in managerial work, jobs, and behavior from this perspective.

While role set expectations have an influence on the role behavior of a Role Incumbent, they are not the only influence. The Role Incumbent him or herself determines what they are going to respond to, what they will ignore and what they will initiate (Blumer, 1969, p.16).

<sup>26</sup> Graen (1976) and his colleagues (Cashman, Dansereau, Graen, and Haga, 1976; Graen and Cashman, 1975; Graen and Scandura, 1987) suggest role-making occurs in the initial phase of a job. This is a form of expectation enactment. From a symbolic interactionism perspective, however, roles are in a continuous state of negotiation. Role incumbents engage in negotiation with regard to specific situations as well as overarching conditions of their roles (Handel, 1979; Heiss, 1981; Ickes and Knowles, 1982; Stryker and Stratham, 1985; Turner, 1962, 1985; Zurcher, 1983).

This negotiation is highlighted by Stewart's (1982a, 1994) model of demands, constraints, and choices. In it managers create jobs with domains different from their job description and/or other manager's activities. Other researchers (Fondas, 1987; Kotter, 1982; Mintzberg, 1973) also found managers creating jobs. They did this through job definition, choices made on the job, and influence brought to role senders.

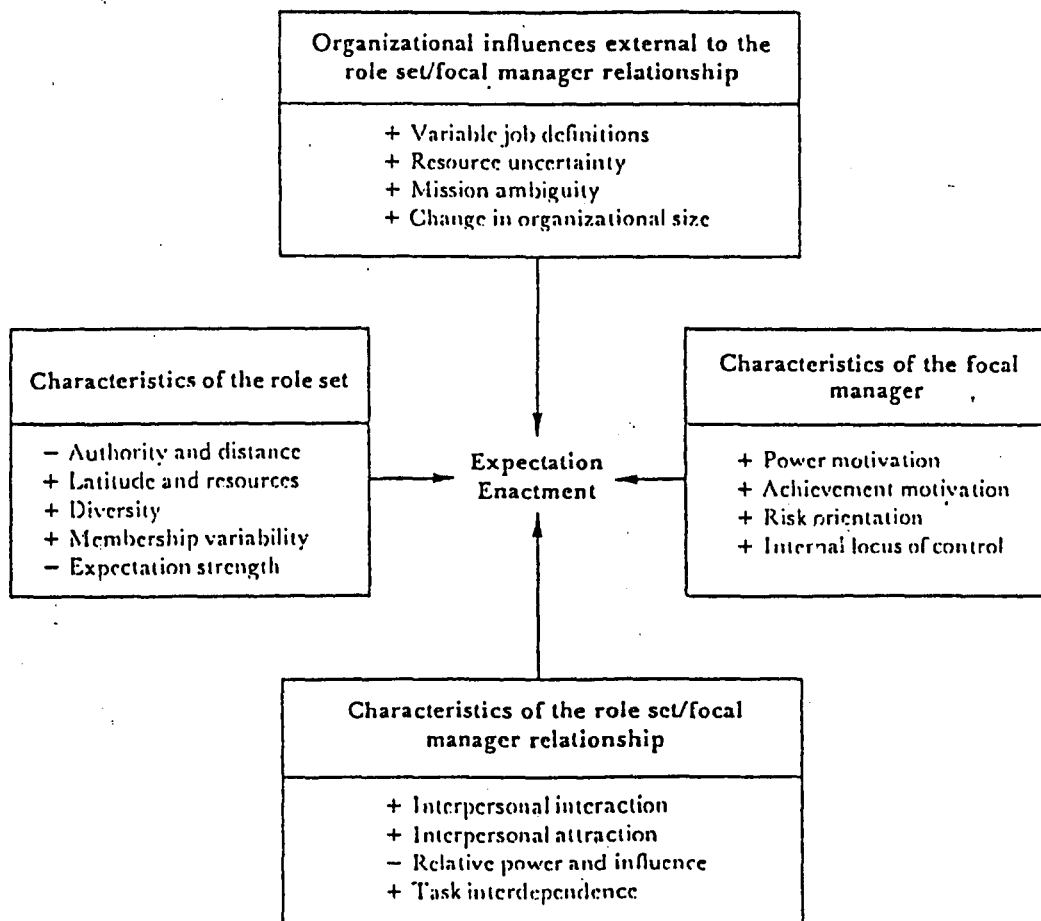


Figure 2: Determinants of Expectation Enactment Model

This research takes the Determinants of Expectation Enactment model and adjusts it in two ways. Firstly, it elaborates on the *process* of expectation enactment itself which is a communication process.<sup>27</sup> This contrasts with Fondas and Stewart's (1994) primary interest in the *determinants* of expectation enactment. Secondly, this study shows the links between the Role Incumbent's internal processing, external performance, and expectation enactment. Fondas and Stewart (1994) noted some characteristics associated with internal processing but did not pursue *how* these linked with behavior. The study then suggests that expectation enactment occurs as a function of these three aspects interacting together.

A review of enactment literature will further develop the thinking behind the model which this research created. Enactment itself provides a perspective on the linkage between internal processing and external performance. Additionally, it points toward further development of symbolic interactionist thinking on the *individual in role*.

## 1.8 Enactment Theory

### 1.8.1 Contributions of Enactment Theory

The Katz and Kahn (1978) model assumes structural role theory principles even while acknowledging interactive ones.<sup>28</sup> Specifically these assumptions appear in the emphasis on the Role Set Member communicating a *sent role* to the Role Incumbent. In contrast, symbolic interactionism focuses on the total interaction. And, enactment theory allows this research to focus on the Role Incumbent, not the Role Set Member. With this shift of perspective brought in through Fondas and Stewart's (1994) work, the essence of enactment theory emerges.

In Weick's (1982, p.281) terms, *enactment* expressed through behavior produces raw data, i.e., expectations and external conditions. The Role Incumbent's internal processing then *selects* what aspects of the data to pay attention to and turn into information. *Sensemaking*, the retrospective process of making meaning, establishes an internal, mental representation of those aspects *selected* out of experience. Finally, *retention* occurs in which meaning from

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<sup>27</sup> Expectation enactment may be defined as a communication process which creates, reinforces, or modifies expectations by which Role Set Members evaluate the focal person and communicate to him or her.

<sup>28</sup> They write, "We will consider role-sending as a continuing cyclical process by means of which each person is socialized into a particular organizational role, informed about the acceptability of his or her behavior in relationship to the requirements of that role, and corrected as necessary" (Katz and Kahn, 1978, p.187)

*sensemaking* is stored for future reference and use.

Based on this enactment perspective, a series of assumptions follow. Firstly, *individuals actively construct their relationships and social world* (Berger and Luckman, 1966; Mead, 1934; Thoits and Virship, 1997, Weick, 1995). Through the enactment, selection, sensemaking and retention sequence, the individual builds an internal map of his or her world. For example, a Role Incumbent communicates in such a way as to get opposition. In this view, the focal manager elicits responses, selects portions of them, and makes sense of them as *opposition*. The focal manager then adjusts his or her internal map, represents Role Set Members as opposing, and may reinforce that *opposition* will occur in the next similar situation.

Secondly, *individuals (and organizations) actively instill in others that which they subsequently come to respond to from others* (Weick, 1983; 1995, p.30).<sup>29</sup> Through enactment, individuals actively construct not just their internal world, but also the *external* world they function in. In more traditional approaches, the *external* world is objectified as something out there, rather than as a representation of the actor.

Continue the example. The focal manager retains the past experience<sup>30</sup> as *opposition*. In anticipation, he or she defines a similar future situation as one where *opposition* will arise. The focal manager then acts again, for example, aggressively or defensively. As a result, the focal manager gets more *opposition*. In effect, the focal manager has instilled that *opposing response* in his or her Role Set Member. The focal manager has enacted not only an expectation, but also a behavioral response reinforcing his or her retained representation.

Thirdly, *changing the external world starts with changing one's internal world* (Weick, 1969).<sup>31</sup> How then does a focal manager consider changing his or her *external world*? The enactment perspective suggests changing the internal map (which the focal manager carries) of the relationship or situation.

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<sup>29</sup> Weick (1969) wrote, "...only those portions of the environment exist which are constituted by the individual through retrospective attentional processes. It is in this sense that members of organizations actually create the environment to which they can then adapt" (p.91).

<sup>30</sup> In symbolic interactionist terms, *opposition* becomes a symbolized object.

<sup>31</sup> "If people want to change their environment, they need to change themselves and their actions--not someone else....Problems that never get solved, never get solved because [people] keep tinkering with everything but what they do" (Weick, 1969, p.152).

By reframing the *opposition* to find a different meaning, the focal manager changes behavior toward Role Set Members and evokes different responses from the Role Set Members. The Role Incumbent recognizes the different responses and also responds differently.

The theoretical contribution from enactment theory shifted the perspective of the Expectation Enactment Program model being developed. This shift will now be addressed.

### 1.8.2 Conclusions

Enactment focuses how the focal manager *constantly* creates his or her *external world*, including the expectations of Role Set Members. Everyone engages in this process, not just the hard-driving, instrumental, can-do executive. Enactment adds subtlety and ascribes value to the individual in a world tending to prioritize productivity over people. The following consequences emerged out of focusing on enactment.

- 1) Enactment operates intentionally *and* unintentionally (Burke and Reitzes, 1991). Awareness is not the operative criterion. Rather, communication, defined as *all forms of behavior*, enacts responses in others and the self.
- 2) Role incumbents' *internal worlds* become critical, causal factors in managerial impact. In bringing change, they must face themselves first before attributing the need for change to the environment (Weick, 1978).
- 3) *Role-taking* by Role Incumbents becomes a critical skill (Turner, 1962; 1985). Knowing what's important to the Role Set Member increases the ability to impact that Role Set Member. This process then leads to pro-active, expectation enactment.
- 4) The power of pro-active, expectation enactment comes from taking charge of one's own internal processing--external performance (Bell and Staw, 1989).

### 1.8.3 Recommendations

- 1) Create a model and theory that defines all communication behavior as expectation enactment. Additionally, ensure that it can specify *how* to generate pro-active expectation enactment.
- 2) Ensure that what gets developed addresses how the Role Incumbent can change his or her internal world as well as the external world.

## 1.9 Transition: Integration of the Determinants of Expectation Enactment Model and Enactment Theory

The Determinants of Expectation Enactment Model and enactment theory move the theoretical basis for this research forward. The Role Episode Model offers the initial structure. Then the Determinants of Expectation Enactment Model changes the individual focus from Role Set Member to the Role Incumbent. Enactment theory begins to shift attention to the filtering function of the Role Episode Model, i.e., the *received role*. In effect it says that the way a Role Incumbent perceives and processes input determines behavior. Such a perspective builds on symbolic interactionism's contribution to role theory.<sup>32</sup>

This enactment perspective invites a further question. "How does the Role Incumbent process input from the *external world*, including his or her Role Set Members?" A second question follows. "What is the relationship between the input and internal processing a Role Incumbent goes through *and* his or her output, i.e., external performance?" Social structural symbolic interactionism offers a theoretical model that answers these questions. It also further develops the Expectation Enactment Program model which emerged from the research. We now turn to this next model derived from role identity theory.

## 1.10 The Role Incumbent's Internal Processing: Identity Theory

### 1.10.1 Identity Theory and the Role Identity Model

Social psychological theory related to identity follows in the tradition of James (1890). He proposed that a person has multiple selves determined by the number of groups of others that the person relates to. Modern day researchers<sup>33</sup> recognize both the differentiation within the self and the organization of the person into a coherent whole. They conceptualize this multiplicity of selves as "identities, or internalized role designations" (Stryker and Serpe, 1994,p.17).

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<sup>32</sup> Enactment theory offers an individual process orientation explaining *how* the Role Incumbent constructs *subjective reality*. Symbolic interactionism offers a social process orientation explaining how individuals construct *objective reality* or shared social consensus.

<sup>33</sup>These include Albert, 1998; Burke, 1980, 1991; Calhoun, 1994; Castells, 1997; Gecas, 1982; Gergen, 1971; Gioia, 1998; Jussim and Ashmore, 1997; Linville, 1987; Markus, 1977; McAdams, 1997; McCall and Simmons, 1978; Rosenberg, 1979; Stryker, 1968, 1980, 1991b; Turner, 1978.

Identity theory comes from social structural symbolic interactionism. It provides the last piece in the model of the Expectation Enactment Program, i.e., the internal processing link. From this field, Burke and Reitzes (1991) offer an individually focused, cybernetically based model supportive of the enactment view.<sup>34</sup> They begin with the premise that "Individuals...are the agents (sometimes as single individuals and sometimes as members of social movements or institutions) that create, sustain, and change larger social structures" (p.239). This premise undergirds the Expectation Enactment Program Model.

Burke's (1980, 1989) model gives structure to the premise. He suggests that identities should be viewed as cybernetic systems (Powers, 1975). Riley and Burke (1995) synthesize this work into a model which is then further modified in this research. (See figure 3).

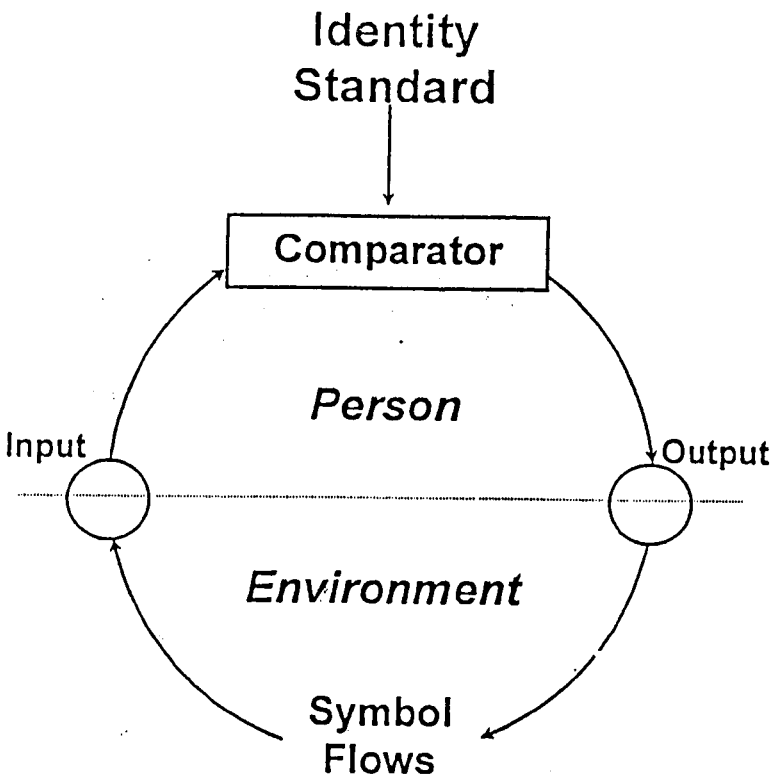


Figure 3: Riley and Burke's (1995) Role Identity Model

<sup>34</sup> Burke, 1980; Burke and Reitzes, 1981, 1991; Burke and Tully, 1977; McCall and Simmons, 1978; Rosenberg, 1979; Stryker, 1968, 1980, 1989.

Burke and Reitzes (1991) gave a concise definition of the Role Identity Model. They described it as follows.

Identity processes, viewed from a cybernetic control perspective, may be regarded as acting like a thermostat. A thermostat compares an input (the current temperature) with its setting (also a temperature) and acts to produce outputs (turning on furnace or air conditioner) until a match exists between the current temperature (input) and the setting.

An *identity* allows a person to *compare an input* (the identity meanings implied in social interaction, which we call 'reflected appraisals.') *with its setting* (identity)....[It] produces *outputs* (meaningful behavior) that change interaction until the *meanings of the input match the meanings of the identity* (setting). Thus, individuals use their identities as thermostats to assess the identity implications of interactions and to initiate behaviors that maintain or restore congruency between the identity and the reflected appraisals (*Emphasis added, p.242*).

This cybernetic process is self-reinforcing. The Role Incumbent operates within an identity framework using role appropriate behavior that tends to confirm self-identity (Heiss, 1979, 1988).<sup>35</sup> Burke and Reitzes (1991) developed their model further when they wrote, "A lack of congruity between inputs (identity-challenging appraisals that arise in ongoing social interaction) and the identity generates pressure to engage in behavior that will alter the social interaction process and its implied meanings" (pp.242-243).

A mismatch between [others'] appraisals and the Role Incumbent's identity standard produces pressure. This pressure remains until reflected appraisals and identity match sufficiently. Four consequences can follow. Firstly, a Role Incumbent may make changes in his or her identity standard to match the appraisal. Secondly, the Role Incumbent may apply pressure to change the Role Set Member's appraisal to match the identity standard. Thirdly, the Role Incumbent may withdraw and attempt to find other Role Set Members whose appraisals match his or her identity standard. Fourthly, the Role Incumbent may ignore,

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<sup>35</sup> As Gioia (1998) writes, "...the key idea [is] that identity really is what makes a person a person. Identity constitutes what is somehow core to my being, what comprises the consistently traceable thread that is "me" over time, and what somehow distinguishes me idiosyncratically from a myriad of other people" (p.19).



deny, defend, and/or justify the status quo, thus pre-empting any negotiation and subsequent change.

Burke and Reitzes (1991) emphasize that "Individuals are agents acting to control their own identity processes....Thus people will act to maintain the inputs or reflected appraisals that are necessary to sustain and support their identities" (p.250).<sup>36</sup> This view provides the motivational basis whereby a Role Incumbent seeks to enact expectations for personal as well as functional reasons. This study integrates concepts of the Role Identity Model into the Role Episode Model, the Determinants of Expectation Enactment Model, and their theoretical underpinnings.

#### 1.10.2 *Conclusions*

- 1) Identity theory, coming from symbolic interactionism, supports the enactment theory view that individuals impact social structures.
- 2) Individual identity, viewed as a cybernetic control system, offers a model of internal processing. By integrating this model with others, an Expectation Enactment Program model emerges.
- 3) Individuals attempt to maintain their own identity even while impacting the social systems of which they are a part.
- 4) Individuals enact expectations for personal *as well as* organizational reasons.

#### 1.10.3 *Recommendations*

- 1) Integrate the Role Identity Model with the Role Episode Model, Determinants of Expectation Enactment Model, and related theoretical constructs.
- 2) Ensure that individual, internal processes *and* social, interactional processes involved in expectation enactment receive appropriate attention.

The Role Identity Model operates with an internal, identity standard. The Role Incumbent compares input to this standard. Based on the degree of match between input and the standard, the Role Incumbent then acts. A key question arises, "What does the standard

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<sup>36</sup> See Steele (1988) for a similar position that supports this view.

consist of?" This research differs from the Role Identity Model in the type of standard which it uses. Instead of focusing on identity as the standard, it focuses on items from the managerial agenda. The next section integrates managerial agenda into the Role Identity Model.

### 1.11 Transition: Managerial Agenda and the Role Identity Model

John Kotter's (1982a) studies (also with Lawrence, 1974) introduced the concept of managerial agenda into the managerial work, jobs, and behavior literature. Barry *et al.* (1997) agreed with Kotter that managers personalized their managerial agendas as strategy-based, broadly encompassing orientations to their work. Additionally, their agendas enabled them to "accomplish multiple goals at once, which were consistent with all other goals and plans, and which they had the power to implement" (Kotter, 1982a,p.64).

For purposes of clarity, Hales' (1986) definition of the managerial agenda will be used. He sees managerial agenda as self-defined "mental representations of tasks which form a unit of work, together with an indication of their priority" (p.96). From a theoretical perspective, *managerial agenda* helps categorize managerial behavior into a hierarchy. Each higher level in the hierarchy includes the levels below.

So, a managerial agenda contains a limited number of *items* (Fondas, 1987). Each item prioritizes tasks and all that go with them. *Tasks*, which "represent expected or intended outcomes" (Hales, 1993, p.12) utilize activities. *Activities*, which "constitute performance of the job" (Hales, 1993, p.13) organize behaviors involved in the activities and necessary for completing tasks.<sup>37</sup> *Behaviors* are specific actions involved in these activities.

In the research, for example, one of the Role Incumbent's managerial agenda items was *to create his own team*. In the early part of the research, a limitation the Role Incumbent experienced came from not having his own team. Later in the research he had created his own team. His internal processing and external performance contributed to this change. By highlighting this managerial agenda item, one can use the Role Incumbent's internal

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<sup>37</sup> The relationship between managerial activity and expectation enactment is highlighted by viewing it through a communication filter. Everything that a manager does (Hales, 1986), particularly an executive leader, becomes a potential message by which the Role Set Members interpret the situation and the relationship (Gabarro, 1987; Gioia and Chittipeddi, 1991; Stryker and Statham, 1985). As such, communication embeds expectation enactment as well as transfer of data, information and meaning (Charon, 1979; Thomas and Thomas, 1928). Expectation enactment programs, the processes by which expectations are enacted, may be placed in the activities category since they are behavioral sequences that produce expectations in the relationships between Role Incumbent and Role Set Members.

processing to see how he enacted expectations with Role Set Members. The results translated into the creation of his own *team*.

With the integration of the managerial agenda concept into the Role Identity Model, the stage is set for the Expectation Enactment Program model to emerge, as it did in the research. Subsequent chapters will develop how this model energizes the entire Expectation Enactment Analysis done in the research.

### **1.12 Summary and Perspective**

Chapter 1 offers a guide to the literature providing the conceptual path taken in this study. It covers a breadth of frameworks contributing to this Expectation Enactment Analysis study and establishes the basis for the Expectation Enactment Program. Additionally, this chapter prepares the way for the methodology, organizational history, and data-based chapters that follow.

Chapter 2 covers the methodology used in the research.

Chapter 3 gives a historical orientation to the parent organization, Youth with a Mission (YWAM), the global University of the Nations (U of N), and the University of the Nations-Kona, the location of this research.

Chapters 4, 5 and 6 present data. Each chapter takes one perspective--personal, interpersonal, and organizational--to focus the analysis of role episodes, application of the Expectation Enactment Programs, and expectations enacted.

Chapter 7 offers an Impact Analysis. It provides a chronological analysis showing the progress of the Role Incumbent's impact through time. It also provides an end-of-study analysis showing how the Expectation Enactment Analysis can contribute to the growth and development of the Role Incumbent and the organization.

Chapter 8 reviews the research, synthesizes its contributions, critiques its limitations, offers direction for future research, and suggests potential applications.

## **Chapter Two**

### **Methodology**

## 2.0 Methodology

This chapter offers an overview of the research process, specifically addressing its methodology. It includes the evolution of the research strategy. It addresses issues encountered and details the data collection, data analysis, and underlying assumptions of the research. A perspective is offered on the quality of the conclusions of the study, ethics, and a critique of the methodology.

The findings in this study cover an eight year period. Intensive involvement with major role players at the University of the Nations-Kona (U of N-Kona) characterized the period. The Role Incumbent offered direct personal access to himself. He also opened doors to others in the organization. The research itself operates on an “inquiry from the inside” paradigm. The specifics such as access, site, topic and sample elaborate the emerging research strategy. The first section presents the research paradigm used.

### 2.1 Orientation to this Chapter

Evered and Louis (1981) captured the essence of the research paradigm utilized. They describe it as an “inquiry from the inside.”<sup>1</sup> The following orients the research approach which emerged from the process.

The key feature of our description of “from the inside” inquiry is the physical (and therefore experiential) immersion of the researcher within the organizational setting under study. We believe the critical feature that characterizes the various inquiry paradigms is the degree of physical and psychological immersion of the researcher, and that other distinctions commonly discussed derive from this (p.391-92).

However, an analytical approach initially characterized the research. It seemed clear that the topic required participant observation. However, a more detached stance appeared possible. That stance slowly evaporated. Immersion combined with analysis became the pattern. Thus, my roles as researcher *and* full-on participant became essential. They

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<sup>1</sup> This paradigm might be considered to fall into Guba and Lincoln’s (1994) more recently described constructivist paradigm. Yet, Evered and Louis’s (1981) work resonates most deeply with the experience of the research.

contributed both to the quality of the research and the organizational results (Wax, 1978).<sup>2</sup>

Reflection clarified the "inquiry from the inside" methodology as well as its applicability.<sup>3</sup>

My own personality got involved because of a deep level, personal commitment as a researcher. Discovering the structure, process, and content of expectation enactment provided the initial goal. However, the research quickly revealed the importance of my presence as researcher. Involvement in the day to day interactions while engaged in "inquiry from the inside" produced observations. It also made its own impact within the organization.

The research does not lay claim to being action research proper as defined for example by Argyris (1985, 1996) and others (French and Bell, 1973; Ketterer *et al.*, 1980; Whyte, 1991). However, it carries a strong affinity with action research's Lewinian roots and values (Peters and Robinson, 1984; Gummesson, 1991).<sup>4</sup> It expresses my commitment to love the people I live

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<sup>2</sup> "When an experienced participant observer reads that a fieldworker "immerses himself into the native scene" (Lowie, 1937, p.232)... "steps into another society" (Powdermaker, 1966, p.19)...or becomes "physically and morally a part of the community" (Evans-Pritchard, 1964, pp. 77), he nods his head in understanding... he knows from personal experience and in depth what these professionals mean by the terms they use" (Wax, 1978, p.258).

<sup>3</sup> Criteria for such research had shifted from the positivist internal and external validity, reliability, and objectivity to terms such as credibility, transferability, dependability, and confirmability (Lincoln and Guba, 1985; Robson, 1993). The reflection, however, raised epistemological questions (Guba and Lincoln, 1994). For example, what was the nature of the relationship between myself as researcher and that being researched? To what degree were my intentions as researcher, change agent, and fully committed participant interacting with each other? How did they construct a definition of the situation or a representation of reality as personally and relationally experienced? What voices were excluded, what voices were created out of my own multiple agendas? The writing crystallized. As it did, I realized the coherent representation of the research made sense to me and to others questioned. However, the coherence itself defied the multitude of attitudes, opinions, and perspectives represented by the variety of players in the drama that had unfolded before me. I questioned by singularity of focus on the Role Incumbent himself. I found that I might have adopted a more conceptually diffuse approach if I were to do it again. While less coherent in its conclusions, it would have produced a greater sense of these multiple voices speaking with regard to the role.

<sup>4</sup> Gummesson (1991, pp.102-106) covers eight characteristics of action science relevant to a management approach. These include: 1) an interest to "solve a problem" and "contribute to science." 2) "Those involved...should learn from each other and develop their competence." 3) The approach is "holistic." 4) It requires "cooperation between researcher/consultant and client personnel, feedback to the parties involved, and continuous adjustment to new information and new events." 5) It is "primarily applicable to the understanding and planning of change in social systems." 6) It requires a "mutually acceptable ethical framework." 7) It involves "pre-understanding of the corporate environment and of the conditions of [the organization]....[They] are essential when action science is applied to management subjects." And 8) It should be governed by "the hermeneutic paradigm...a new paradigm, the action science paradigm."

and work with.<sup>5</sup> This commitment also carries over to the academic community.<sup>6</sup>

Researchers experience the tension between “objectivity” and “subjectivity” in their work. This tension stimulates discussions of various paradigms of research (Burrell and Morgan, 1979; Guba and Lincoln, 1994). No tendency within research can claim that its way is *the only way*. Focusing on a competition between epistemologies, paradigms, or styles misses the point. It would seem a different goal waits to be achieved...*knowing* in a way that rings true to those involved.

Therefore, what follows attempts to communicate such a “knowing.” It offers the experience and analysis of this research. It also attempts to communicate in a way that rings true to the reader. Evered and Louis (1981) describe this process well.

“...[inquiry from the inside] requires the...organizational actors to be willing to tell as best they can what they know and how they came to know it--to submit it to critical discussion” (p.387).

Evered and Louis mark out three essential components for this research paradigm. Firstly, they suggest a willingness to experience the personal and organizational dynamics fully.<sup>7</sup>

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<sup>5</sup> “The human instrument...is capable of understanding the role of the irrational as a powerful emotive device. Because human behavior is rarely rational, the perfect instrument is one that acts in sympathy with the emotional, nonrational, spiritual, and affiliational renderings of its respondents. Shulamit Reinharz’s formulation of a “lover-model” of research fits well here...she postulates...an *exchange*, a communication, a sharing--so that researcher and respondent learn from and teach one another, rather than take and leave bereft. As Reinharz points out, ‘Personal knowledge requires emotional involvement, not merely logical and rational analysis’ (1979, p.34). The human instrument provides that involvement better than any survey” (Lincoln, 1985, p.142).

<sup>6</sup> Compare Colin Turnbull’s (1961) The Forest People, a book written lovingly about his time with the BaMbuti of the Ituri forest in Africa. It exudes his love. His first written words, a dedication to a primary informant, confidante, and friend, Kenge show it. “To Kenge, for whom the forest was Mother and Father, Lover and Friend; and who showed me something of the love that all his people share in a world that is still kind and good...and without evil....”

The first page of his acknowledgements show it. “More than anything I must thank my parents, who first taught me the meaning of love...and Anandamai Ma, who for two years in India showed how the qualities of truth, goodness, and beauty can be found wherever we care to look for them....”

The first page of Chapter One shows it. “Many people...feel overpowered by the seeming silence and the age-old remoteness and loneliness of it all [the Ituri forest]. But these are the feelings of outsiders, of those who do not belong to the forest. If you *are* of the forest it is a very different place. What seems to other people to be eternal and depressing gloom becomes a cool, restful, shady world with light filtering lazily through the tree-tops that meet high overhead...and shut out the direct sunlight--sunlight that dries up the non-forest world of the outsiders and makes it hot and dusty and dirty. Even the silence felt by others is a myth. If you have ears for it the forest is full of different sounds; exciting, mysterious, mournful, joyful” (p.17).

<sup>7</sup> The U of N-Kona community fully absorbed those who committed to the core group (Pearce, 1993). I made such a commitment. The twenty four hour a day commitment created personal stress, marital friction, and relational fractures. However, it offered a sense of self-transcendence. It offered an opportunity to be part of something much greater than myself. And, finally, it offered a dynamic learning opportunity producing personal transformation. Acknowledging the multiple impacts on myself of this

Secondly, they require a commitment to analysing experience. This means thinking through one's experiences. It means reporting the conclusions of these experiences. And it means attending to the methods of acquiring these experiences. Thirdly, they encourage an eagerness to engage critical discussion of these experiences within the academic community. This research embraces these three components of the "inquiry from the inside."

## 2.2 Research approach

The research began with a distanced approach. The concepts operated as encapsulated "objects," not dynamic, living and interactive processes. Not surprisingly, symbolic interactionism appealed as a way out of this initial rut. Symbolic interactionism views social life as dynamic, interactive, and negotiated. It counteracts the static and distanced approach to life. This viewpoint offered a challenge emotionally as well as intellectually. So symbolic interactionism helped open up the research.

Certain basic elements stood in place when the research began. It should take a role-focused, social interactive perspective. It should study the role of the chief executive. And, expectation enactment looked most promising as an approach. These elements pointed to particular methodological requirements.

Firstly, the approach needed to account for the processual nature of roles (Katz and Kahn, 1978). Many people talk about roles as if they are static entities. Yet, they continually change. The methodology needed to get beyond this barrier. It needed to overcome linguistic and conceptual limitations. It needed to account for evolution within the role. And that meant applying the methodology over time.

Secondly, the approach needed to attend to the interactions between the Role Incumbent and Role Set Members (Becker and Geer, 1982).<sup>8</sup> A participant-observer research role offered that option. This option entailed close observation of interactions. It also needed interviews with Role Set Members regarding these interactions. Finally, it needed access to the internal

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research offers two insights into the research. Firstly, no single perspective can fully capture the breadth of the experience. Multiple subjective realities competed for attention. Secondly, it approaches the experience "...that we have lived close enough to [those lives about which we write] as to begin to understand how their worlds have been constructed" (Lincoln and Denzin, 1994, p.582).

<sup>8</sup> "...the participant observer gathers data by participating in the daily life of the group or organization that he studies. He watches the people he is studying to see what situations they ordinarily meet and how they behave in them. He talks with the other participants and discovers their interpretations of the events he has observed" (Becker and Geer, 1982, p.239).



world of the subject of the study. This meant personal observation. It also meant close access to discuss the meanings of these observations.

Thirdly, the research literature made another fact clear. No person can ever *fully* experience another's person's perspective (Berger and Luckmann, 1966). However, sharing a culture offers one way to share a perspective more closely. Additionally, the dual role of researcher and Role Set Member provided another means to approach that perspective. It increased attention to the details of the Role Set Members experience (Denzin, 1978, Douglas, 1976).<sup>9</sup>

Fourthly, the study required integrating participant feedback. That meant two things. It meant eliciting feedback as an ongoing contribution to the research. It also meant creating a mechanism to allow the feedback to adjust the research approach (Glaser, 1978).<sup>10</sup>

In retrospect, these requirements framed a longitudinal, qualitative research study. They suggested a participant-observer role as researcher. They encouraged structured, semi-structured, and unstructured interviews. And they required getting and receiving feedback through an integrated feedback loop. Of course, retrospect makes it all seem so much clearer now. The stops and starts of the research itself reflect the approach itself. The next section addresses the evolution of that approach.

## 2.3 Evolution of the Research Strategy

The initial idea for the research came from a fortunate combination of events. An article by Fondas and Stewart (1994) triggered the initial interest. It captured many of the elements of the envisioned research. By virtue of the theory it proposed, it focused the general direction of the research. Out of this focus came some initial research questions.

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<sup>9</sup> See Section 2.7.1 for a consideration of the cultural assumptions underlying the interpretive paradigm used for the research. The Christian worldview which I as participant, researcher, and author share with the Role Incumbent and others in the community offers a perspective unique to the field of managerial work, jobs, and behavior.

<sup>10</sup> At the end of the research, I recognize that my own agenda as a change agent influenced how I integrated feedback as a researcher. I registered clearly input supporting my view of three key dimensions: transformation of personal, relational, and organizational identities. Divergent views got less attention. I recognize this as the consequence of having a change agent agenda as well as a research agenda.

- What is the structure of expectation enactment? How does it function in the evolution of the role of an executive leader?
- How is the role defined? How is the Role Incumbent involved? How are others involved? How is the role negotiated?
- How does the role change? In what ways is the context involved, particularly the organizational context? To what degree are the Role Incumbent and/or others the agent(s) of change?
- What emergent concepts become relevant as a result of the research?

Through this article and the literature review, G.H. Mead (1934) and symbolic interactionism came to attention. His writings led to a number of authors influenced by symbolic interactionism (e.g., Berger and Luckmann, 1966; Blumer, 1969; Glaser and Strauss, 1967, Stryker and Statham, 1985). The interactionist approach and its linkages to social psychology offered a research home. It positioned my interest in the structure of subjective experience. It also focused communication processes in social interaction. These two interests put the first question in focus.

Role theory interacting with symbolic interactionism oriented the second two questions. Here applying this interest to the field of managerial work, jobs, and behavior made sense. Hales (1986) articulated the need for theory. It included contextualization in the field and advocated role theory as one potential answer. All of these ideas jelled and brought excitement to the process. At the same time, it became obvious there would be emergent discoveries.

Further literature review surfaced two researchers with potential contributions. Mintzberg (1973) used structured observation in his work. His research addressed the structure of what managers do. It also allowed for the emergence of their idiosyncratic work processes. This approach seemed to contribute to understanding expectation enactment. However, finding out *how* would require more work.

Machin's (1981) work on the Expectation Approach suggested a potential quantitative complement to the research. It offered a format for organizing observations. It also contributed the tool of the "communication audit." He successfully used it in the practical

world of managerial activity as well as for his research. This combination of a theoretical and practical tool appealed. These two resources took me back into the field. The field taught me two research lessons quickly.

Firstly, the appeal of others' research methods may well change once in the field. Trying to implement others' good ideas exposes the requirements of the methods very quickly. Mintzberg's behavioral detail made his work interesting and insightful. However, it did not address my primary interest. That interest began to emerge from studying Katz and Kahn's (1978) role episode model. The model pointed to a relationship that remained undeveloped. It hinted at internal processing and external performance of both Role Set Members and Role Incumbent. And, it showed how these could be understood within the context of the role episode.

Secondly, Machin's Expectation Approach originated in a specific business environment. He worked with highly structured, business organizations. The university functioned with a loosely-coupled organizational structure (Weick, 1976). In addition, short term, volunteer workers founded this faith-based missionary organization. These characteristics remained (Pearce, 1993). Organizational and personal accountability took place relationally rather than structurally or even functionally (Greiner, 1972). Initial efforts with the Expectation Approach produced limited results. The information contained in the communication audit reports failed to give sufficient results. It did not produce quality measurements. And, it did not offer a sustainable research structure given my interests.

At the same time, an expectation enactment questionnaire went into test mode. It revealed that interviewees could only answer the questions generally.<sup>11</sup> They did not have specific experiences that allowed them to answer in detail. Partly this came from a language problem. Patience might have rectified it. However, the organizational structure in place contributed as well. The organization considered itself a university in name and vision, having come from being an autonomous, missionary training-and-sending base. The key functions within the university originated as ministries. The charismatic founder and others brought them together as a whole. This ministry foundation functioned quite well initially.

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<sup>11</sup> Greater refinement of the questionnaire on my part might have made the difference. At the time, I did not know how to re-form the questions to get at the information needed.

However, recent growth had caused the university to outstrip its de-centralized structure.

For that reason a different approach suggested itself. The research continued as a field-based, case study approach (Reinharz, 1979; Robson, 1993).<sup>12</sup> It moved more toward unstructured and semi-structured interviews. These then combined with direct observation and interactive reflection with organizational members (Bryman, 1989).<sup>13</sup>

The support of the Role Incumbent, staff and students gave entree to the life of the university. This access produced over three hundred and fifty verbatim recordings of leadership meetings. In addition, for six years, regular weekly contact with the Role Incumbent became possible. Three and one half of those years involved intense involvement with personal issues as well as organizational issues the Role Incumbent faced. These contacts challenged his thinking from both a theoretical and practical standpoint.

These factors plus new readings in the literature moved me more toward a grounded theory approach. It meant developing comparisons and categories out of the interactions and experiences gained (Glaser and Strauss, 1967).<sup>14</sup> During the research, this focus gained momentum. Constructs got tested with the Role Incumbent. Additionally, contact with over four hundred other leaders tested out these constructs. These additional leaders included

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12 "Particular case histories are inevitably grounded in particular context...the case history instrumentalizes George Herbert Mead's social psychology. To understand why someone behaves as he does you must understand how it looked to him, what he thought he had to contend with, what alternatives he saw open to him; you can only understand the effects of...commonly invoked explanations of behavior by seeing them from the actor's point of view. The case history...compels the researcher to utilize and analyze experience...[and it] possesses a dynamic dimension since it spans across time periods. Processes unfold and are explained or at least described. Readers reach conclusions with the researcher as they accompany each other through the processes" (Reinharz, 1979, pp.40-43)

"Case studies give you the entree to variables and research questions concerning individual, naturally occurring entities, whether these be individual people, groups, organizations or whatever. They would normally focus on current events and concerns, and while they can provide theoretical generalizations, e.g., about processes, they do not permit statistical generalizations. Case studies...are inherently multi-method" (Robson, 1993, p.167).

13 "The aim [of qualitative research interviews] is to elicit respondents' ways of thinking about the issues with which the qualitative researcher is concerned, so that there is usually a preference for minimizing the degree to which they are constrained...Totally unstructured interviews are not guided by a pre-existing schedule....If the respondent goes off at a tangent or chooses to speak about issues that he or she believes to be important the researcher goes along with the drift of the discussion, often asking questions that seem to be of interest....[In semi-structured interviews] the investigator uses a schedule but recognizes that departures will occur if interesting themes emerge from what respondents say in order to get their version of things....*such interviews often give considerable latitude to respondents and are more responsive to lines of answering initiated by respondents*" (Bryman, 1989, pp.147-149. *Italics added*).

14 The research began with an orienting framework, the Katz and Kahn (1978) role episode model. It also built on existing theory, expectation enactment theory (Fondas and Stewart, 1994). Therefore, the study did not use a classic grounded theory methodology. That would have allowed the framework to emerge out of the data. Additionally, the interviews utilized for in-depth analysis sought out examples of role episodes. Analysis and observation evolved the models being used. A constant comparative method began to saturate categories that got generated. Thus, grounded theory informed the research process while not strictly directing it.

numerous local leaders on campus. They involved international leaders from the university and the parent organization. And they encompassed over one hundred and fifty CEOs and managers from business, participating in seminars conducted during the time period.<sup>15</sup>

Original projections put the data gathering for the project at one and a half to two years. Fortunately it took much longer. Otherwise, it would have missed the scope and evolution of the Role Incumbent's role. Also it would have missed the developmental transitions that occurred. Three such transitions contributed much to the research. Firstly, the Role Incumbent grew intra-personally. Secondly, the role set relationships evolved. And, thirdly, the organization itself transitioned.

From another angle, the extra time allowed a deeper understanding of the role and the organization. It gave time to live the experience as well as observe it. In that time, my researcher role changed. Initially I acted as an assistant to the Chancellor and as Director of Corporate Communication. That role evolved into becoming interim director of Operations. Next my role became director of the Organizational Development Team. That led into the Vice-Chancellor of Operations role. Additionally, from 1993 onwards I joined the Leadership Council and became a member of the Chancellor's Team. The extra time provided space to be fully embraced and accepted by the Role Incumbent. It gave time to invest in the actual workings of the university. It opened up relationships with a wide variety of Role Set Members. And, the extended period increased my commitment to a participant role within the community.

Not everyone understood the researcher role. Yet, staff in the university always created room to be observer and researcher. The characteristic grace of the setting made these relationships work well. This particular aspect of the research confirmed the value of qualitative research. Interacting with the staff on the research gave it a richer sense of reality. It also provided needed correctives.<sup>16</sup>

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<sup>15</sup> The model that emerged during this time orients the chief executive, or leader at whatever level, within his or her multiple contexts. It grew into a tool or a map for helping these leaders to move toward their goals. Regularly working outside of the university context gave needed perspective for testing the model developed.

<sup>16</sup> For example, during my first two years working with the Role Incumbent, I served him in the Leadership Council as secretary. For that time, I made maybe five contributions during those weekly meetings. My role involved recording the meetings verbatim on my laptop to be turned into minutes. This role later allowed me to continue using this method, even as I entered into roles of greater responsibility. However, corrections needed to be made. Both potential and real intimidation occurred. It came from the

During the last year of the research, many things came together. The Role Incumbent and the organization began manifesting evidence of the predicted changes. Interviews became clearer. Consequently their quality and contribution rose. Stepping down from a line authority position helped as well. It gave me reflective distance to bring the pieces of the research together while continuing to remain active on the site. This period allowed me to use the constant comparative method more extensively. It gave opportunities to test out the model being developed.

During this last year, my role placed me assisting the Role Incumbent with strategic planning efforts. It helped fulfill a request from the Board of Trustees. Until then the Role Incumbent had evolved his role and the university had transitioned. However, in this additional year, new momentum kicked in. This provided confirmation to the direction already observed. The synergism of the time brought the observation period to a satisfying conclusion.

## **2.4 Details and Issues of the Research: Access, Site, Topic and Sample**

The formal research programme went for a little over four years. Yet, informal thinking and preparations began three years previously. In retrospect, the first years helped address the question of access. It offered entrance into the life of the university community. Relationships grew. Trust got established. Understanding and appreciation of the culture developed. Thus, the combination of factors contributing to site selection, topic, and sample seemed fortuitous.

### **2.4.1 Access**

Robson (1993) writes that "negotiation of access is a continuing process rather than a single event" (p.296). He highlights two keys in this comment--negotiation and process. Negotiation presupposes a fixed agreement does not exist. However, time and effort can produce one. Process presupposes an ongoing interactional dynamic. It involves a number of different individuals. And, they must cooperate, even if the chief executive as focal subject

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combination of recording conversations, my role alongside the Role Incumbent, my professional background, and my personality. To the degree possible, I adjusted my presence in these meetings and my relationships with various players to lessen the threats.

has “signed off” on the project.

Not having a time pressured agenda in the early years greatly aided the access process. To become an “insider” required several things. A five and one half month introductory school and outreach which my wife and I attended set the minimum basic requirement. Another year of school deepened the identification both for us and others in the organization. Still, the transition from student status to staff status required an acceptance period.

Observation of many staff entering the university confirmed this period. It took a minimum of two years to prove themselves and gain acceptance. Usually, it took three years. Even so, at this stage of the organization, the real “insiders” carried twenty to twenty-five years of history.

During this informal “trial” period, a person had to pass what felt like a humility test. If the person had an agenda to change the organization, he or she rarely lasted through the initial two years. The culture viewed taking additional responsibility positively, but not striving for additional authority. So those who came to serve and acted with a good attitude eventually received acceptance. In this sense my initial years in the organization prepared me to become an “insider.” From the beginning, I came to serve the Role Incumbent. In doing that, it was fine to fill whatever particular set of needs the organization had. Without knowing it at the time, this approach provided a successful entry into the organization.

My work in the organization took place with the chief executive and other senior leaders. That concerned my research interest as well. So, the initial period of relationship building stood me well when the research began. However, two down-sides accompanied identification with the Role Incumbent.

Firstly, my work created some resistance from certain people. They questioned my motives, not just as a researcher but also as an organizational member. I benefitted here from the extended period of time for the research. It allowed me to demonstrate my intentions with regard to the organization and those individuals.

Secondly, the inevitable politics of organizational life accompanied such identification. This organization emphasized relationships. To admit to organizational politics touched one of the more tender subjects. It took time to recognize how the system functioned. Once that happened, relaxing became easier.

Knowledge creates a difference. It takes time to grow that knowledge, particularly cultural knowledge. Recognizing organizational context requires experiences of the organization functioning. That takes time. Understanding organizational history and the effect on its functioning also takes time. And finally, informal organizational operations appear through interaction with them. Taking the time to learn these elements helped me as a researcher to read the organization. It helped to predict what worked. It helped to develop the rapport necessary to do my work.

The Role Incumbent supported this research from the beginning. As chief executive, he defined the research as part of my job. That gave official sanction to my activities. In addition to giving time, he also took initiatives on his own. He proposed appointments to talk about the issues. He provided books he thought might be helpful. He opened relational doors for me. Gaining access then was not a problem. For the most part, his other Role Set Members acted similarly.

So, negotiating access worked well. I reached agreement with the Role Incumbent and also with his Role Set Members. I attempted to communicate the intention of the research as clearly as possible. However, some Role Set Members still had to accept it more on faith than understanding. That acceptance blessed me greatly because of its implicit trust.

Finally, relationship building made the difference. The organization highlighted this practice in general and so the community supported the process. People in the organization responded openly. They willingly took part with me in the outworking of the research. This attitude seemed to come from a belief that the research supported the good of the organization as well as themselves. As a result, they could support it.<sup>17</sup>

#### 2.4.2 *Site*

Marshall and Rossman (1989, p.54) suggest four criteria for the ideal site. These include...

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<sup>17</sup> "...ethical fieldwork turns on the moral sense of integrity of the researcher negotiating the social contract which leads his subjects to expose their lives...(Dingwall, 1980, p.885).



...1) entry is possible. 2) There is a high probability that a rich mix of many of the processes, people, programs, interactions, and/or structures that may be a part of the research question will be present. 3) The researcher can devise an appropriate role to maintain continuity of presence for as long as necessary. And, 4) data quality and credibility of the study are reasonably assured by avoiding poor sampling decisions.

Each of these factors played into my final decision to pursue research in my university. I had solved the entry problem through serving in various roles alongside the Role Incumbent for four years. I had already taken tentative steps toward making the research a reality. The switch to actually doing research did not appear as a big one either for me nor for those I was around.

On point two, the topic chosen produced an excellent mix. I had personal and organizational access to the Role Incumbent. I had day to day interaction with all of his significant local Role Set Members. I had access to international Role Set Members as they travelled to the campus. Additionally, continuity of role did not present a problem. I fully participated in the development of the Role Incumbent's initiatives. He also encouraged me to continue contributing to them even after my formal role ceased. So, access continued until a time when for other reasons I moved to another location. Also, an invitation to return at any time in whatever new capacities might be appropriate remained open.

In reflection, this geographical move proved important in the process of finishing the research. I became very much a part of the ongoing interaction of the university. The continuing development of its direction and structure easily drew me back into its processes. By physically leaving, I took the distance to write up the observations, analysis, and conclusions of my years in the field. This experience further confirmed the validity of Evered and Louis' (1981) observations regarding "inquiry from the inside."

On Marshall and Rossman's final point, a wealth of sampling choices offered themselves. Selecting which ones to focus on for the best result produced the challenge here. Not surprisingly, the research employed purposive sampling (Kuzel, 1992).

The site choice got well established from the start. I did consider including other sites in a multiple case study. However, I decided against that based on ease of access, quality of

material, and direction of the study. In this study, deciding on site selection came as easy as any other decision made.

#### 2.4.3 *Topic*

A personal interest in leadership, particularly as related to managerial activity, oriented the search for a topic. This interest came out of functioning in informal and formal leadership roles since childhood. That interest in part got generated out of the awareness of my own limitations. So I knew the research could provide personal application for me as well as others interested in leadership.

Professionally, I worked as a management educator at the interface between leaders and their organizations for over fifteen years. On this basis, understanding the needs of these leaders better provided a motivation. How did they function? What effects did they cause? What impact did they have on their roles and their organizations?

Academically, the integration of theory and practice interested me. The structure of leadership and management from an intra-personal, interpersonal, and organizational point of view attracted me. This meant growing an understanding of the leader, those he led, and the organizational he was involved with.

Additional factors also contributed. Firstly, I had unique accessibility to the Role Incumbent. Secondly, I had the opportunity to influence as well as understand the interface between him as chief executive and the organization. Thirdly, I carried a strong commitment to the purposes of the university, not just locally but also internationally.

In qualitative research, the role of the researcher gets raised consistently. Some writers on qualitative research, e.g., Burgess (1984), recommend that "the researcher attempts to disturb the process of social life as little as possible" (p.218). Others such as Schutz (1972) fully encourage the participation of the researcher in the social processes. He believes the research benefits when the researcher acts as the primary instrument of research. My own experience paralleled Gabarro's (1987) comments with regard to his presence, "...based on my earlier fieldwork, I felt certain that people would quickly be accustomed to my presence and that the normal pressures of business would overcome initial defensiveness or posturing..." (p.151).

The additional factor in my favor came from the length of the research. It extended over eight years totally, and four years formally. Most people came to accept it as just another fact of their everyday life in the university.

A related question arises in this type of "inquiry from the inside." Such a paradigm describes a researcher *identifying* with the organization and subject of the research. Additionally, he influences the organization and subject(s) through participation as well as research. How can this level of involvement best be viewed from a research angle?

Firstly, Bryman (1992, p.137-38) enumerates the characteristics of qualitative research which includes the following components...

- 1) The researcher "adopts the stance of an insider to the organization...."
- 2) "The research gives a strong sense of context through detailed description." This gives greater understanding to the meaning of what is being observed.
- 3) "There's an emphasis on process--the unfolding of events in time."
- 4) There's an absence of preconceived structure to the research outcome. It produces a resulting flexibility for capitalizing on unpredictable circumstances in the research context.
- 5) Multiple sources of data "allow data in relation to a number of different topics to be addressed...and the validity of evidence from particular methods to be checked by other sources."
- 6) The social construction of reality emerges from the on-going interaction of those being observed.
- 7) The proximity of the researcher to the social situations results in an increased understanding due to such proximity.

He and other research scholars in this tradition recognize the importance of such qualitative approaches (Evered and Louis, 1981; Robson, 1993).

Secondly, the approach itself addresses the issue of researcher bias. This approach acknowledges that individuals *construct* subjective and objective reality. Therefore, every view carries a bias. And, it is impossible *not* to bring one's personal and professional bias into

the research. The safeguard on the research then comes from testing the conclusions with the participants themselves. Using their feedback improves the relevance of the research. Additionally, this approach presupposes the changing nature of life experience individually and organizationally. A single conclusive answer does not exist. So, this research has produced an approach that can accommodate the changing conditions it encounters.

Thirdly, the nature of the approach itself illustrates the kind of results this research can produce. The approach offers explanations that the Role Incumbent and Role Set Members can intuitively recognize as true. Its multi-level nature offers analysis at the individual, interpersonal and organizational level. It does not produce a static analysis, but rather a dynamic one. The situation could continue to change and the analysis could change with it. Additionally, the approach applies not only to the Role Incumbent, but also to Role Set Members and to researcher (Denzin, 1978).<sup>18</sup> It does not simply impose the researcher's structure on others.<sup>19</sup> The approach crystallizes people's experience in ways that makes sense to them. This resulted in part from sufficient identification with the culture to produce explanations that do make sense to a larger group.

#### 2.4.4 *Sample*

The role episode became the unit of analysis for sampling (Katz and Kahn, 1978). The universe of role episodes in an extended, qualitative study offers numerous choices. The grounded theory approach (Glaser and Strauss, 1967; Glaser, 1978) to theoretical sampling helped. After some false starts, the method became more useable. I presumed each role episode had one or more behavioral pattern categories to which it could belong. I chose the most prominent category. Five results occurred.

Firstly, it allowed targeting of categories of role episodes. Secondly, it facilitated my

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<sup>18</sup> Denzin (1978) defines his research approach as naturalistic behaviorism. In it he suggests the researcher "...attempts a wedding of the covert, private features of the social act with its public, behaviorally observable counterparts....Naturalistic behaviorism places the sociological observer squarely in the center of the research act. It recognizes the observer for what he or she is and takes note of the fact that all sociological work somehow reflects the unique stance of the investigator....In this sense the sociologist becomes both object and subject in his studies. His reflections on self and other and his conduct in interactive sequences become central pieces of data" (pp.6-7).

<sup>19</sup> "Stop trying to fit the world into your abstract categories, especially ones so far removed from how leaders actually behave...[Do] your research in order to create more relevant constructs, and when you have them, do more research to enrich them still further" (Mintzberg, 1982, pp.254-255).

interviewing. It allowed me to quickly sense how to direct the questioning with a particular Role Set Member or the Role Incumbent. Thirdly, it provided context for choosing role episodes to develop and analyse. From these analyses, I drew conclusions and identified implications for both application and future research. Fourthly, the role episodes chosen highlighted a role evolution timeline showing the evolution of the role and contributing to the eventual Impact Analysis aspect of the work. With the concept revealed, additional work could then be done to develop that model. Fifthly, role episodes provided tests for the Expectation Enactment Program model which emerged. They could be analysed using the model to see what kind of explanations could be generated from it and whether they fit the experiences of the Role Set Members and/or the Role Incumbent.

## 2.5 Collection of Data

### 2.5.1 *On Conceptualizing the Data*

What is the data of “inquiry from the inside?” This became a question of what level to address the answer to. The theoretical frame of the construction of social reality (Berger and Luckmann, 1966, Guba and Lincoln, 1994) ) provided me one answer. The data could be conceptualized into linguistic, conceptual containers such as intra-personal, inter-personal, and organizational categories. However, I chose not to primarily focus at that level. Rather, I considered the data as internal, subjective representations of external reality expressed in language (Gioia, 1986). That language might be the Role Incumbent’s. It might be a Role Set Member’s. It might be my own. The language represented an external signal for the internal, subjective reality it stood for. This approach influences data collection as well as analysis.

For example, conceptually I defined expectations to be *mental representations used as evaluative standards* (cf. Gross et al., 1958).<sup>20</sup> Katz and Kahn (1978) highlight the basis for this definition.

Role expectations for a given office (and its occupant) *exist in the minds* of members of its role set and represent standards in terms of which they evaluate the occupant’s performance (emphasis added, p.190).

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<sup>20</sup> McCaskey (1998) gives an excellent description which elaborates the idea of mental representations in terms of conceptual maps. It complements the work of others looking at cognitive schema (e.g., Markus, 1977, Stryker and Serpe, 1994).

In other words, expectations exist as internal representations of external experience. The internal sensory impressions coming from external input compose them. Second order cognitive processing gives meaning to them (Weick, 1995). This follows the "inquiry from the inside" paradigm of research.<sup>21</sup>

Using this definition for data had consequences. For example, sampling for role episodes led me to sort for related sets of internal, subjective representations of experience. In doing so, I acknowledged the variability in subjective reality of different Role Set Members. I also recognized the structural similarities in their subjective realities. These similarities helped produce a useable model with a dynamic structure. The model allows for these variations while at the same time giving coherence to their multiple experiences.

### 2.5.2 *Fieldwork*

Data collection followed the principles of long term fieldwork (Gubrium, 1988).<sup>22</sup> It used case study methods. These included participant comprehension (Collins, 1984)<sup>23</sup>, participant observation (Tonkin, 1984)<sup>24</sup>, depth-probe research (Gill and Johnson, 1997; Douglas 1976)<sup>25</sup>,

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21 Other researchers make related distinctions. For example, Geertz's (1973) "thick" description (vs. "thin"). Hall's (1976) "high context" (vs. "low"). Chomsky's (1965) "deep structure" (vs. "surface structure"), as well as similar distinctions made by Dewey (1933) and Schutz (1962).

22 "Fieldwork is not just a matter of usefully observing and systematically documenting what people say and do, not just a matter of the mechanics of recording speech and activity. This would not be faithful to folk experience. Rather, fieldwork involves participating with people in understanding everyday life, not vicariously, but analytically. It requires that we hear the philosophically astute voicing of the things and events of their worlds that simultaneously is heard by them and by us as voices other than their own. As Geertz (1983, p.152) once put it, the 'aim is to render obscure matters intelligible by providing them with an informing context.' It requires, too, that we never lose sight of the practical work this entails. People tell us as much at particular times and places" (Gubrium, 1988).

23 "In *participant comprehension*, participation is not an unfortunate necessity which presents difficult but technical problems, and participation would not be avoided if some other method could be thought up to replace it. It is not risky or full of pitfalls. It is central, irreplaceable and, indeed, the essence of the method. In *participant comprehension*, the participant does not seek to minimize interaction with the group under investigation, but to maximize it....Comprehension will have been achieved when what once seemed irritating and incoherent comes to follow naturally. The investigator has no responsibility to 'keep it all straight' nor to be able to reproduce the details of all the interactions that are observed. On the contrary, the investigator him/herself should come to be able to act in the same way as the native members as a matter of course, rather than remember or record the details of *their* interactions. It follows that minute-by-minute record taking...is far less important in principle. The stress is not on recording events (though this may be necessary for other aspects of the project at hand) but on internalizing a way of life...in this method, then, the distinction between observer and observed is blurred" (Collins, 1984, pp.60-61).

24 "In trying to define participation, A. Strathern has argued that 'it is only by entering a realm of meaning that we can make it properly meaningful for ourselves' (1979). Such receptive recognition develops unevenly over time, and it cannot be acquired through standardized enquiries alone because there are always things that people do not say publicly, or do not even know how to say. *They live them as common experience*. 'One's way into this experience,' says a commentator who can speak for many, 'is through noticing...not only as they speak but as they behave at different times....these details may be slight but they add up slowly over time, and point the way to other elements...which otherwise may go unobserved' (du

and unstructured and semi-structured interviewing (Marshall and Rossman, 1989).<sup>26</sup> On-going, interactive discussion and feedback with participants in the study contributed as well.

Orientation to the fieldwork consisted very much of “being there” (Evered and Louis, 1981). Two years as a student in the university prior to joining staff actually began the process. The first part of that time included a the Crossroads Discipleship Training School and short term missionary outreach. It satisfied the entry requirement for all future course work as well as staff positions. It also provided the secondary socialization experience (Berger and Luckmann, 1966). The second part of the student years came in Singapore. It lasted nine months and entailed an intensive study of the Bible. Both these experiences contributed to identification with and entree to the university culture. There were also foundational for learning about the culture of the organization.

The first three years on staff caused me to think about leadership and organizational development. In effect, the research topic formed during this time. In practice, I served the Role Incumbent as an assistant and Director of Corporate Communications.

He agreed that it would be good for me to get a sense of the culture. Therefore, he encouraged me to ask as many people as many questions about it as I could. During the first three months I interviewed over forty staff and students. During this time, I also reviewed with him his planning for daily, weekly and monthly goals. I joined in various meetings related to his work. Activities included acting as secretary for the Leadership Council meetings and his executive team meetings. They also involved attending campus functions. These encompassed twice weekly worship times, corporate and departmental staff meetings, and Friday night community meetings.

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Boulay, 1979, p.25)” (Tonkin, 1984, p.220).

<sup>25</sup> Similar to Tonkin’s (1984) comments, Gill and Johnson (1997, pp.114-15)) point to Douglas’ “articulation of depth-probe research. In this, ‘the researcher surrenders to the everyday experience while in the natural setting....Depth probes are vital in getting at deeper, more secret aspects of social life, those about which members would not talk or possibly even think. In these forms the researcher’s knowledge of his own feelings become a vital source of data (1976, p.16). Thus, for Douglas, depth-probes involve ‘defocusing,’ that is, immersion in and saturation by the setting through allowing oneself to experience that setting as much as is possible, in the same way as any other organizational member. At the same time the researcher retains a commitment to being a researcher and later moving to more systematic observations and analyses of that setting.”

<sup>26</sup> “An interview is a method of data collection that may be described as an interaction involving the interviewer and interviewee, the purpose of which is to obtain valid and reliable information. Interviews may range from casual conversation or brief questioning to more formal, lengthy interactions. Typically, qualitative in-depth interviews are much more like conversations than formal, structured interviews. The researcher explores a few general topics to help uncover the participant’s meaning perspective, but otherwise respects how the participant frames and structures the responses” (Marshall and Rossman, 1989, p.82).

During this initiation period, I accompanied him daily in the course of his work except for interviews and special tasks. Later, he asked me to bring together the communications area of the campus. The College of Communications had overseen it. However, the College had a different mandate. It needed a corporate oversight and commitment needed to be. At this point I took the role of Director of Corporate Communications. This involved pulling together five areas--the newspaper, radio, recruiting, desk top publishing, and audio-video production. In this role, I experienced the organization struggling with moving to a new developmental stage. I began seeing how the organizational structure impacted the role of the Chancellor.

I then transferred leadership of Corporate Communications. I took on the role of Interim Director of Operations, the area responsible for all the support services of the campus. At this time, no one held the Vice-Chancellor of Operations role. My work with the Role Incumbent continued as secretary to the Leadership Council. I also worked on project teams, reporting personally to him two to three times per week.

Out of these involvements and my close working with the Role Incumbent, the Chancellor's Team developed (Hodgson, Levinson, and Zaleznik, 1965).<sup>27</sup> It became the executive leadership team for the campus. I joined the Leadership Council for the campus. Simultaneously with these new positions, I began the formal research related to this thesis. Six months later, I took on leadership of the Organizational Development Team. It carried a mandate to operationalize changes in the organizational infra-structure. It intended to establish a foundation for future growth in the university.

Formalizing the data collection began. It built on the socialization period as a student and immersion as a staff person for the first three plus years. The first year of the formal research saw me interview the Role Incumbent eight times. I also began my formal interviews with Role Set Members. And, I continued informal interviews and discussions with staff and

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<sup>27</sup> The Chancellor's Team functioned very much as Hodgson, Levinson, and Zaleznik (1965) described the executive role constellation. As they wrote, "We take the view...that the top executives of any organization--except one that is being pulled apart--form a close-knit group that is of key importance to all aspects of that organization's operations. Such executive groups, we think, usually consist of two or three (rarely more) central individuals....We have used the term "constellation" rather than "group" to emphasize the significance of the personal relations among members, the emotional climate of the group, and the psychological properties of the interactions that define the group....We consider that such constellations will be found to be the vital latent substructures of all effective groups, contributing to their effectiveness in two ways: 1) by stimulating the constructive expression of the unconscious and deeply personal forces of members in the context of administration, and 2) by facilitating the harnessing of these forces of the individual to the furthering of collective, organizational goals." (p.284).



students. Over the course of the entire research, I interviewed the Role Incumbent another seventeen times related directly to the research.

Interaction in the Chancellor's Team meetings provided unique opportunities to see the Role Incumbent in action. These meetings dealt with substantive personal issues related to the organization. They also covered strictly organizational issues. The Chancellor's Team meetings occurred once a week, normally for three hours. Decision making and action planning keyed the organizational issues. The discussions at times included reference to this research.

I recorded these meeting in verbatim transcripts giving me the basis for later reflection and analysis. The Chancellor's Team prepared the agenda for the Leadership Council and took lead with regard to it through its weekly meetings. At times when the Role Incumbent travelled I led the Council. At other times, I continued to act as secretary. Confidentiality required discretion in using the verbatim notes from these meetings. However, participating in them contributed several vital things to the research. Firstly, it gave depth to my involvement in the organization. Secondly, acting in and for the organization gave insight to the inner workings of individuals and systems in the organization. Thirdly, it generated substantial feedback for adjusting my perceptions of the culture and functioning of the organization.

Initial interviews with Role Set Members drew from theoretical questions taken from the literature. In retrospect, they demonstrated Evered and Louis's (1981) comments on their own research.

"[It] seemed to us that the more detached the researcher had been in conducting organizational studies, the less pertinent the research findings were for our situation" (p.387).

My questions came from a detached, theoretical point of view. They did not connect with interviewees' experience in relevant ways. Needless to say, my own lack of congruence in relating the questions to the interviewees contributed significantly to the difficulties they had.

Further on in the research, clearer interview outcomes emerged. As a result, subsequent semi-structured interviews yielded good results. I interviewed seventy-three people in the

process. From these, I chose twenty five interviews on which to do role episode analyses. A wide range of people sat for the interviews. They included the founder, members of the Board of Trustees, international deans, Leadership Council members, school and department leaders, students, and international leaders associated with the parent organization. The breadth offered a spectrum of insights on the Role Incumbent, his role, and the organization.

In every case, I fed back what I understood from the interviews to the interviewees. I wanted to double check my understanding of what I heard from them in the interviews and of what I transcribed. In almost every case, the interviewees were more than eager to talk about their experiences in the organization and with the Role Incumbent.

Half-way into the formal research, I took the role of Vice-Chancellor of Operations. This position granted me authority to *directly* influence the development of organizational structure in the university. The Role Incumbent explicitly intended to focus my years of previous influence in this direction. The Role Incumbent delegated authority to the new position. I used it in support of his. I also committed to facilitate organizational transformation at the level of structure and process. In theoretical terms, this represented the period of transition between life-cycle stages of the organization (Greiner, 1972; Adizes, 1979, 1988).<sup>28</sup>

My involvement as Vice-Chancellor ended when the organizational re-structuring got established in 1997. We as a leadership had re-configured the Leadership Council, line structure and organizational system. In addition, the financial and operational infra-structure took its proper place. As a result, the organization prepped itself for a new burst of growth and creativity.

I continued to assist the Role Incumbent with strategic planning for just over a year in a staff function. The last two months of this time I worked with other senior leaders including the Role Incumbent. We gave deep structure definition to the mission and vision statement.

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<sup>28</sup> Greiner (1972) calls this period between the evolution within stages, revolution. He writes, "Smooth evolution [of organizations] is not inevitable; it cannot be assumed that organization growth is linear....Thus we find evidence from numerous case histories which reveals periods of substantial turbulence spaced between smoother periods of evolution. I have termed these turbulent times the periods of revolution because they typically exhibit a serious upheaval of management practices. *Traditional management practices, which were appropriate for a smaller size and earlier time, are brought under scrutiny....*During such periods of crisis, a number of [organizations] fail--those unable to abandon past practices and effect major organization changes are likely either to fold or to level off in their growth rates. *The critical task for management in each revolutionary period is to find a new set of organizational practices that will become the basis for managing the next period of evolutionary growth*" (p.40; *Italics added*).

The research period effectively came to a close when my wife and I re-located at the end of this time.

By the end of the research period, much of the cultural dynamics of the organization had crystallized for me. So did the intra- and inter-personal structures of leadership. I had gone through my own personal transformation just as the Role Incumbent and the organization had. It further confirmed the interaction effect on me as researcher. Being an integral part of the process *and* the research impacts the researcher and the subject(s). As the Role Incumbent, his role, and the organization changed, I did too.

Three particular changes stand out. Firstly, the Role Incumbent impacted me as a person. Because of the research, I focused quite intensely on the Role Incumbent. It meant that I also experienced the whole gamut of responses that other Role Set Members experienced. Because of the research, I had to process those responses to sort out what came from the Role Incumbent, what came from the situation, and what came from me. That sorting produced a rich set of personal insights and growth.<sup>29</sup>

Secondly, the people I interacted with impacted me. Personal involvement keys the “inquiry from the inside” methodology. That involvement means identifying with the community and its people. Constantly bouncing between experience and theory, and working with identity and role, puts the research role into a pressure cooker. Relationally, it could not have been richer. The value of the research and its theoretical model grew through these relationships, many of which promise to be life-long.

Thirdly, the situations I encountered while researching impacted me. I had to hone and develop leadership skills to continue in the role. I had to face difficult conflicts. I took “exposure” positions which influenced the entire system. On the one hand this style of research humbles the researcher. By not being detached, one gets challenged face to face with the mistakes made. On the other hand, it gives great satisfaction to share in the work and its success.

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<sup>29</sup> For example, the Role Incumbent demonstrated a natural gifting as a diplomat being able to see multiple sides to a situation and not taking one to the exclusion of others. As one consequence of this gifting, he tended to allow decisions to happen rather than proactively engage them. This produced frustration at times that decisions took so long to be made and acted upon. I realized that part of my role included facilitating those decisions. This meant that frustration became a trigger for action in me, rather than a demand for action in him. That helped me in other situations as well.

## 2.6 Data Analysis

### 2.6.1 *Orientation*

Language provides the primary vehicle for qualitative data to be documented, worked with, configured, and given meaning (Miles and Huberman, 1994). Three examples of the data transporting through language include descriptions, concepts, and explanations. How then does one approach the data to analyze it? Essentially, the process involves coding, sorting, and organizing into meaningful wholes. These wholes then relate to one another to extend the meaning.

The social construction of reality offers one standpoint from which to consider data. One may subjectively structure as well as consensually construct the data. Data with reference to an individual has a particular type of structure resulting in subjective reality. Data related to society, a social system, or social interaction has a different kind of structure resulting in objective reality (Miles and Huberman, 1994).<sup>30</sup>

Communication is important. Language provides a primary means of communication. Therefore, consensual agreement on language facilitates communication. This agreement relates to my understanding of data analysis. The iterative process of observing, interviewing and coding produces linguistic expressions. Testing these expressions with others begins to produce objective reality.

With sufficient consensus with the Role Incumbent and other Role Set Members, the next step in analysis took place. It meant generating explanations for the relationships between person, role, Role Incumbent, Role Set Members, and the organization.

### 2.6.2 *Details of the Analysis*

Collecting the data began to produce saturated categories whereby additional input simply confirmed the categories (Strauss, 1987). As expected, the beginning of the process

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<sup>30</sup> "...social phenomena exist not only in the mind but also in the objective world--and... some lawful and reasonably stable relationships are to be found among them....From these patterns we can derive constructs that underlie individual and social life. Social phenomena...exist objectively in the world and exert strong influences over human activities because people construe them in common ways. We aim to account for events, rather than simply to document their sequence. We look for an individual or a social process, a mechanism, a structure at the core of events that can be captured to provide a causal description of the forces at work" (Miles and Huberman, 1994, p.4).

produced a flood of data. However, immersion in the culture gave time for sorting out tentative categories. It also allowed saturated categories to emerge.

In the initial phases of the research, I coded ninety-one categories of expectations Role Set Members had regarding the Role Incumbent. They offered some order to the data, however, it still remained much too large a number to usefully work with. Continued work reduced these categories to six categories of expectations generated through Expectation Enactment Programs. Within each one of them I selected four specific role episodes plus one extra one. The role episodes gave different and complementary perspectives on the Expectation Enactment Program. Half of the role episodes chosen related to Role Incumbent--Role Set Member interactions seen in an interpersonal frame. The other half related to the Role Incumbent--Role Set Member interaction seen in an organizational evolution frame.

Further analysis occurred, first at a transactional level and then at a structural level. I also continued to analyse the literature in this time. At this point, identity theory appeared. It complemented the role episode model and enactment theory. It helped me focus both on the *process* of expectation enactment, and the *source* of expectation enactment.

An organizational chronology helped further contextualize the work. It anchored specific events involving the Role Incumbent that moved the organizational forward. They also operated as critical incidents in the Role Incumbent's own life. They moved it forward as well and gave insight into the evolution of his role in the university. This chronology helped to structure the research period sequentially. It ordered my understanding of the evolution of the role and the organization. At the same time, role episode analyses showed the Role Incumbent's contribution to that evolution.

## **2.7 Assumptions Underlying Data Collection and Interpretation**

### **2.7.1 Approaches to the Data**

Three perspectives influence the primary approach to design, data collection, data analysis and conclusions. They are symbolic interactionism, social construction of reality, and a Biblical worldview.

Bryman's (1988a) writing captures a symbolic interactionism approach to life as...

...an unfolding process in which the individual interprets his or her environment and acts on the basis of that interpretation. Thus, a stimulus to act is depicted as undergoing a process of interpretation before response (an act) is forthcoming (p.54).

The process of interpretation occurs as a function of the person's subjective experience. The interaction of neurological, intra-personal, interactional, and social dynamics form this subjective reality. The social world contributes to the interpretative process as well. It produces the internalization of social life, structures, and institutions, i.e., objective reality. These become objects in the person's inner world (Berger and Luckmann, 1966).

The perceptual, cognitive and the social dynamics of these approaches offer much ground for agreement. Additional premises also contributed. Primarily, the additions underscore a perspective on eternal reality that these other approaches do not consider. That perspective is that "God exists. He is personal. And he communicates to all who will listen." This perspective made at least four major contributions to the research.

Firstly, it opened a door to share subjective and objective reality with the Role Incumbent and his Role Set Members. "Waiting on God" characterized an essential practice in the culture. It involved a process of personal or corporate communion. The community expected God to make himself known. This knowledge might come through an impression, an image, a thought, a song, or so forth. Appropriate individual(s) with recognized spiritual authority then "tested" this "word" before it became a basis of action. The testing did not always occur. However, the culture called for major decisions to include this practice.

A potential down-side to entering into a shared reality with the Role Incumbent and Role Set Members existed. Not stepping outside of that shared reality could create a snare. Conscious monitoring of this possibility meant continually checking on it. It involved assessing others' experiences as expressed through their actions as well as my own. The process provided an appropriate balance.

At the same time, qualitative research requires one, as much as possible, to see and report on observations through the eyes of the subjects. Understanding the research subjects also means understanding the world view from which they experience their lives.

Secondly, this eternal perspective influenced the conduct of the research.(e.g, see Lincoln

and Guba, 1985, pp.39-45). Believing that “the God who created the universe wants to communicate” put research in perspective. It gave a basis for believing for significant insights and breakthroughs. It humbled one’s tendency to believe in one right answer. It directed one to ask for wisdom while searching for answers. Even in reporting the research findings, it remained a corrective. This offered an extremely liberating position.

Thirdly, such a pervasive filter had to influence the research, the conceptualization of the findings, and the conclusions. It contributed to an emergent discovery in the research, the place of identity. This perspective offered an eternal view of individuals’ identity. It made sense of the Burke and Reitzes (1991) material on role identity. This view clearly coincided with the Role Incumbent’s own view of identity as foundationally that which God has spoken into being, and only secondarily as that socially constructed.

It gave an alignment as well. The Role Incumbent held the idea that “God knows each person he has created, and has known him or her from before the beginning of time”.<sup>31</sup> As such it offered a key identity concept for the Role Incumbent. The model developed from the research made sense to the Role Incumbent and fit his subjective reality well. For one with another worldview, the model might not fit so well conceptually, even if it functioned operationally. But, future research must pursue that path.

Fourthly, it explained one aspect of motivation for doing the research. Scripture says, “It is the glory of God to conceal a matter; to search out a matter is the glory of kings” (Pr. 25:2).<sup>32</sup> This meant to this researcher that God ordered the universe. He provided the privilege of discovering that order even while creating new expressions of it. Additionally, scripture says, “Therefore encourage one another and build each other up...” (1 Thess. 5:11).

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<sup>31</sup> “For you created my inmost being; you knit me together in my mother’s womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well. My frame was not hidden from you when I was made in the secret place. When I was woven together in the depths of the earth, your eyes saw my unformed body. *All the days ordained for me were written in your book before one of them came to be*” (Ps.139:13-16, NIV).

“Praise be to the God and Father of our Lord Jesus Christ, who has blessed us in the heavenly realms with every spiritual blessing in Christ. For he chose us in him *before the creation of the world* [literally, “before the beginning of time”] to be holy and blameless in his sight” (Eph.1:3-4, NIV).

<sup>32</sup> Scripture also speaks to the incomprehensibility of God such as seen in Ecclesiastes, “...then I saw all that God has done. No-one can comprehend what goes on under the sun. Despite all his efforts to search it out, man cannot discover its meaning. Even if a wise man claims he knows, he cannot really comprehend it” (Ecc.8:17 NIV). My conclusion from this is that humans can only begin to approach knowing what God has created. With his guidance, one can approach true knowledge even though he or she may see “through a glass darkly” (1 Cor.13:12, KJV). However, without his guidance, whatever truth is appropriated is made to serve false ends which ultimately contribute only destruction to the person and those he or she serves with that truth.

Such investigating searched out matters with an ear to the Spirit of God. It offered an eye to the practical implications of life together in an organization and community. In so doing, it also brought encouragement and wisdom for living.

### *2.7.2 Compatibility of Symbolic Interactionism, Social Construction of Reality and a Biblical Worldview*

The preceding section spotlights the relationship between eternal, objective and subjective reality. A brief overview may put the three in perspective. Subjective and objective reality offer useful guidelines to individual and social life. Neither sufficiently addresses the larger questions related to the meaning of an organization or the larger purpose of a role within it. A perspective on eternal reality does address these larger questions. Subjective and objective reality compare to Newtonian physics. They offer useful insights on a local scale. Eternal reality compares to Einsteinian physics and beyond. It contributes answers at a different level, but ones equally important to this research.

Within the realm of the individual and society, symbolic interactionism and the social construction of reality helped greatly. They particularly contributed to such a practical discipline as managerial work, jobs, and behavior. Integrating them into my own ontological and epistemological views, they worked to bring order from personal and organizational perspectives.

Order allows an organization to fulfill its purposes. These approaches helped bring an understanding of order to this research and to the participants in it. The three types of reality offer a comprehensive set of viewpoints. They bring understanding of the individual, the role relationship and the organization. And, they serve one another, each in their appropriate sphere.

## **2.8 Trustworthiness of the Data**

The preceding discussion leads to a question regarding the findings. Are they trustworthy, and if so, in what way? Are they credible, transferable, dependable, and confirmable (Lincoln and Guba, 1985)? The following sections address these questions.



### 2.8.1 *Credibility*

Robson (1993) suggests that prolonged involvement, persistent observation, triangulation, peer debriefing, and member checks address the issue of credibility. I was formally researching in the field for four years with additional time spent prior to that entering in to the culture. I revisited the role of the Chancellor and his interactions with key Role Set Members on a regular basis in an attempt to define the Expectation Enactment Analysis. I used multiple source and different methods of collecting data. I worked extensively with a colleague who critiqued my work and brought perspective to it. And, I engaged the subject of the study in regular debriefings regarding his perspective on the findings of the research as well as gathering feedback from others involved in the research.

### 2.8.2 *Transferability*

Marshall and Rossman (1989) suggest that fully specifying the theoretical framework underlying the study supports transferability in qualitative studies. This study has developed an Expectation Enactment Analysis including an Expectation Enactment Program model. The framework is supported within the literature as demonstrated in the literature review. Having trained others in this methodology, I believe that this type of analysis is transferable given that another researcher understands the concepts as defined, their interrelationships, and the interaction between observation and interpretation employed.

### 2.8.3 *Dependability*

Dependability is necessary but not sufficient for credibility. Guba (1981) suggests that the emphasis should then be placed on credibility. However, it is still useful to examine the processes and the product of the research (Robson, 1993). Transcripts, memos, analyses, and data displays are available related to the development of the Expectation Enactment Analysis. The primary concern is a safeguard for a systematic relationship between the data gathered and the interpretation developed on a consistent basis. This can be demonstrated.

### 2.8.4 *Confirmability*

The basis of confirmability is the ability of an outside person to follow the process of the

research. While there were numerous starts and stops in this research, the longitudinal nature of it and the development of a mode of analysis gives a natural flow to the research. Following such a trail would be challenging in terms of the detail, but entirely doable given the archives I have on the research.

Robson (1993) suggests that what is required includes “raw data--field notes, documents, etc.; processed data and analysis products--write-ups, summaries, etc.; data reconstruction and synthesis products--codes, patterns, matrices, etc. and final report; process notes--procedures, designs, strategies, etc.; materials relating to intentions and dispositions--original proposal, personal notes, intentions, expectations, etc.; [and] instrument development information--pilot forms, schedules, observation formats, etc.” All of this is available.

## **2.9 Ethics and the Research**

Qualitative research in today's world faces at least two sets of ethical issues. One has to do with integrity of the research in all its dimensions and the effects which that research has on everyone touched by it. The second has to do with the philosophical shift towards post-modernism. In this shift a personalistic and relativistic tendency can be discerned where there are no hard and fast rules of what actions are right or wrong in a particular situation or general context.

Various professional bodies have attempted to provide ethical guidance for researchers and the general public addressing these concerns. These include the British Psychological Society (Robson, 1993), the American Psychological Society (APA, 1992), the American Sociological Association (1989), The American Educational Research Association (1992), and the American Anthropological Association (Cassell and Jacobs, 1987).

This section addresses ethical issues faced in this research within a broad theoretical understanding of ethics represented by these professional bodies as well as individual researchers. An initial overview of ethical theories is given. It is followed by a more particular statement of my own approach to the ethical issues of this research. Three particularly important areas that this research highlights are recognized and considered as points of contact. A conclusion ends this section.

### 2.9.1 Overview of Ethical Thinking

Deyhle, Hess, and LeCompte (1992) offer five general theories of ethics--teleological, utilitarian, deontological, critical theory and covenantal. Each one provides a means for judging actions and whether they are right and appropriate. A *teleological* theory considers whether actions may be considered good in the accomplishment of their primary ends (e.g., knowledge produced from research is valuable). A *utilitarian* theory is pragmatic. It evaluates actions simply with regard to the costs and benefits for those impacted (e.g., the overall benefit of the research outweighs the overall (and inevitable) costs). A *deontological* theory applies universal principles or rules (e.g., do unto others as you would have them do unto you.). A *critical theory* considers whether direct benefits accrue to the subject(s) and whether the researcher becomes an advocate for the subject(s). A *covenantal* theory judges actions based on agreements made and followed through on or not.

The Biblical "great commandment" states that one is to love God and love one's neighbor as one's self. With revelation of this commandment, Jesus states that one will understand all the law and the prophets, an essential foundation for a Biblical Christian. A social constructionist view on this commandment prevents it from being purely deontological in practice, while acknowledging that God's ways and thoughts are higher than humans' ways and thoughts. Yet, humans are challenged to come to know the mind of God, to love Him, and to love one another in their lives. This challenge includes the context of research, the relationship between researcher and subject(s), as well as all those who might be affected by the research and its presentation.

Flinders' (1992) concept of an *ecological* basis for judging actions is one way to consider this Biblical, ethical position. An ecological approach views the impact of actions across the entire system, or ecology. The great commandment can be considered as offering such a wholistic view of ethics, and it is this view that I have used in planning, designing, executing, and reporting on this work.

### 2.9.2 Application of Ethical Thinking

There are numerous distinctions associated with ethical considerations in doing qualitative research. Miles and Huberman (1994) offer a broad review of these. Three

categories stand out within the larger, Biblical frame of ethics previously set out. These include: 1) privacy, confidentiality, and anonymity, and 2) researcher effects, and 3) benefits and costs. The following discussions point to major ethical concerns that were systematically visited during the course of the research.

#### 2.9.2.1 *Privacy, Confidentiality, and Anonymity*

Privacy has to do with control over one's personal boundaries, both in terms of revealing information and receiving information. Confidentiality relates to agreements made regarding what will be done with the information received. And, anonymity refers to the lack of identifiers as to the source of information providers. These related issues revolve around the integrity of the individual and the organizational system. There are fine lines around all of these.

Questions raise themselves. For example, are there any conditions under which one has a right to pursue information from an individual who is saying, "It's ok for me to talk about this," but at a non-verbal level is communicating, "No, I don't want to?" Or, who is communicating more about themselves than they realize while they are being observed?

Or, what are the conditions under which one should establish confidentiality agreements. And what is ethically acceptable to do with confidential information. Is it ethical to generalize the content and use these generalizations (e.g., without direct attribution being possible). Is it ethical to use this information indirectly to influence outcomes--for the benefit of the individual, group, and/or the organization? Is it ethical not to use the information this way? How does one moderate conflicts between one informant who makes known confidential information for distribution, and another who requests confidentiality with it?

Anonymity frequently is one means of protecting individuals from harm, distress, and/or inconvenience. Whether to make explicit reference to individuals or not, making the organization known or not--these questions must be weighed against the value of knowing who the person and/or organization is. Do names make the reporting more impactful or more real to life? Do they create unwanted intrusion into people's lives? Talking with the people themselves is the best avenue to getting such answers.

In the case of this research, I faced all of these issues. The privacy issue was the biggest. Discerning appropriate boundaries, knowing when challenging someone's comfort zone would be unethical as opposed to transformational, and knowing what *not* say or do became my challenges. On confidentiality, I was given access to meetings, documents, and conversations that required confidentiality. That kind of information informed me of issues, gave insights into processes and personalities, and deepened the research. By shifting to more general levels of discussion and having multiple points of contact supporting that discussion, I found that confidentiality could be maintained. Finally, I considered the issue of anonymity and with counsel from others I worked with decided that in this case it was not completely necessary for the research. However, I did limit the amount of overt identification of individuals.

In conclusion, this research did bring me closer in to people's personal and organizational worlds than most had been used to. My relationship with those people required a regular and constant effort to check and double-check that the research and change agent components of the work were acceptable. While not always being successful, feedback from such individuals suggests that those relationships were maintained.

#### 2.9.2.2 *Researcher Effects*

There are two primary effects to be considered here.<sup>33</sup> One is the effect of the researcher on individuals, relationships, and the organization, i.e., the case itself. The second is the effect of the case on the researcher. Questions about these two must always be considered, but especially with "inquiry from the inside" type research.

Questions related to the effect of the researcher include: What measure of awareness do I as researcher demonstrate in the process? What power do I as researcher have and how is it used? What effects do I create each time I engage in overt research activities? What kind of interactive effects are there on participants as well as recipients of the research resulting from roles of researcher/observer, organizational member/participant, and change agent? What are the consequences of focused attention on individuals, their relationships, and their

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<sup>33</sup> Miles and Huberman (1994) have offered these distinctions.

organization which they may be informed of but not even know the consequences of?

Ethical considerations address the potential downside where a research could engage in coercion, deception, manipulation, misrepresentation, exposure, and violations. They also highlight responsible research processes such as acting with integrity, respect, informed consent, negotiation of meaning, doing no harm, and honoring. Every role offers the possibility for character development. The researcher role is no different. Therefore the challenge to do research ethically is the challenge to be accountable, responsive to colleagues and subjects, and humble about the responsibility and results.

The effect of the case on the researcher brings different types of questions. Too narrow attention to a few respondents can fail to generate an accurate picture of the topic. Following the paths of least resistance can bias the research toward conformity and stabilizing the existing situation rather than opening up new understandings. Accepting experiences of investigation and observation without critical attention simply produces anecdotal material, not conceptually relevant material. Approaching the present situation as though it is not contextually driven through background and history also creates limitations. And, the wealth of stimuli which the case offers can divert the researcher's attention from the key research questions which were intended.

By keeping these considerations in mind, it is possible for the researcher to help avoid many of the pitfalls accompanying an unexamined research approach. Consultation with colleagues and respondents, multiple sources of attention to the same focal point, and multi-level reflection (observation, interpretation, and theoretical development) all contribute to an ethical positioning of the research.

Finally, all participation in social interaction creates an effect. Research is no different, and especially research combined with change agent activity. The challenge for me as researcher was to observe to the degree possible not only the situation and relationships between individuals, but also my perspective on the situation and relationships. As I matured in skill, I grew in the ability to discern patterns, look for clues in those patterns that would be otherwise hidden, and make meaning out of the whole of this information. In the worst of circumstances, I crossed personal, organizational, and/or cultural boundaries though to the best of my knowledge not irrevocably. In the best of circumstances, this maturing process

developed in me the ability to reveal wisdom gained and give value to those who were impacted in the research process.

### 2.9.2.3 *Benefits and Costs*

Key questions here include: What are and what will be the benefits to the individuals involved, their relationships, and their social context? What are the costs, both investments and consequences, for all those involved. How can quality results and respectful mutuality be achieved?

It is one thing to assume benefits to those involved. However, it is another to challenge those assumptions to check that in fact such benefits are occurring. For example the role incumbent invited me to do this research without any specified qualifications. Along the way he consistently supported the research work as well as the organizational work being done. Does this mean that he received benefits? Indications are that he did because of his consistent extension of trust. However, what about others affected in the process? Were they receiving benefit? Indications there were mixed. Some actively supported the combination of research and organizational work. Others felt threatened by it. And some of the effects of organizational decisions made did create concerns for those involved. The most important contributor to benefits for all involved was the cultural orientation that God is in control and that in all things God works for the good of those who love him [and] who have been called according to his purpose (Rom.8:28).

The most ethically demanding cost of this study is well-highlighted by Miles and Huberman (1994) when they write, "...local informants' interests are fundamentally in conflict with those of the researcher, who might penetrate to the core of the rivalries, compromises, weaknesses, or contradictions that make up much of the basic history of the site. Insiders do not want outsiders--and sometimes other insiders--to know about such things (p. 265). As an outsider coming in to a pre-transitional organization with an "inquiry from the inside" approach, I experienced this conflict. Some of the influences that I brought in the process, including support of the role incumbent's critical vision, program, and facilities decision in 1995, heightened this conflict. Having access to the very heart of the organization and the skills to see and understand its dynamics gave me significant ethical responsibility.

The best response to that responsibility I found was to actively seek to maintain open communication and relationship with all the people involved directly or indirectly in the organization and my research. This commitment required no less than an “inquiry from the inside” methodological approach.

The bottom line for research integrity is holding one’s self to the highest standards of personal integrity, acknowledging that one can never be perfect, nor get it all right. However, one can make every effort to follow the apostle Paul’s admonition in Eph.4:29, “Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen.” The thinking, the design, and the execution of this qualitative research came from within me, and therefore, I held myself to this standard and invited others to do the same. Failures became occasions for character growth. Successes became reinforcement for higher standards of practice.

### 2.9.3 Conclusions

As Firestone (1990, p.123) has written, “The major justification for the research enterprise is that we have the time and the skills to develop approximations of the truth that have a firmer warrant than common sense.” Researchers strive to make sense out of what they observe. Some would say that they are “creating” what they report. Others would say that they are “discovering” what is there. Some would say there is no such thing as truth. Others would say that absolutely there is such a thing as truth.

My own perspective is that there are three types of truth related to the three types of reality mentioned previously. *Subjective truth* is idiosyncratic and the basis for how an individual perceives and relates to the world. This “truth” may or may not be shared with others. *Objective truth* is consensual. It is what two or more agree to and act out of. In one sense, it is socially subjective because another group could perceive the same data and create a different objective truth. Finally, I think of *eternal truth*. It is God’s truth which does not depend on any individual or group to be true. It only depends on God.

As a researcher, I have attempted within an ethical framework based on my interpretation of the Bible, to live my research ethically and reveal subjective and objective truths. To the degree that they match, in any part, or even approximate eternal truth, I have



been successful. To the degree they have not, work remains to be done to mature as a researcher responsible to God and His eternal truth.

## **2.10 Critique of the Methodology**

There is much to be learned from reviewing one's work and recognizing its limitations with an eye towards improving and extending it. This section will do just that--cast a critical eye on the methodology of the research in order to evaluate it and reflect up on it. A more general critique occurs in the final chapter.

### **2.10.1 *Breadth of Data***

Role episodes were chosen as the unit of analysis for this research. As such they occupied a mid-range of generality. They stood between the mental, evaluative standards of expectations and the extended role scenarios entailing multiple role episodes.

The research studied the role of the chief executive. As such it offers a single case study with a primary focus on one individual. Even though his relationships with Role Set Members and with the organization expanded the focal points, primary concentration rested on the Role Incumbent. The limitations of focusing on one role and therefore one Role Incumbent became apparent in the research.

The principles of role episode analysis, role evolution stages, and Expectation Enactment Programs might well have been modified by a focus on multiple roles rather than on one. Additionally, it is not clear just how much the contextual parameters might influence the evolution of different roles. Finally, while the study did produce an integrative, Expectation Enactment Program model, only informal testing on its generalizability was conducted. With multiple cases to work with, it could have been more generally applied and thereby refined even further.

### **2.10.2 *Pragmatic Bias in the Research***

Symbolic interactionism and managerial work, jobs, and behavior both carry a pragmatic bias within them. This research was formed in large measure consistent with the principles that organize both of these disciplines. One of those biases seen in this research was for

“making things work.” A question of course, is “Work for whom?” A new wave of researchers (e.g., Holland, 1997; Parker, 1992) consider critically the position implicit in the perspective of their relationship with those being studied. It is not simply “working” for the status quo, but rather analysed in terms of working for those marginalized from the corridors of institutional and societal power.

The critique can be leveled against this research and much else of that in managerial work, jobs, and behavior that it maintains the power status quo. This relates to the philosophical perspective of considering that all research, in fact all communication, has an implicit goal orientation and power dynamic within it. These researchers and others would argue for a radical politics of qualitative research. From this perspective “the perspectives, desires, and dreams of those individuals and groups who have been oppressed by the larger ideological, economic, and political forces of a society, or a historical moment” (Lincoln and Denzin, 1994, p.575) are heard.

The philosophical intention of this research does not align with the radical politics of parts of the qualitative movement. However, it is challenging to consider the research intention in the light of Christian beliefs embodied here. Viewing the research from the perspective of empowering the dis-empowered offers a valid, Christian critique worthy of more focused attention than it was given. It is not clear at the moment what the results of such a shift in orientation would be. It is clear that the approach would have differed with this perspective. For example, more attention would have been given to staff attitudes and opinions. The types of questions asked in interviews would have included perspectives on power and powerlessness. And, the role episodes chosen would have been sorted for how they represented the marginalized as well as the elite.

Given the cultural climate of intellectual debate that now reigns, such an approach would have produced a more detailed Christian apologetic for empowerment accomplishing at least three purposes. Firstly, it would have deepened the Christian understanding of giving care to the “poor and needy” of the world, in this case those underrepresented organizationally. Secondly, it would have extended the Christian witness into the field of academia. Thirdly, it would have provided an interface with other researchers and intellectuals engaged in shaping today’s global culture.

### 2.10.3 *The Impact of Participant Observation on the Research Itself*

The “inquiry from the inside” paradigm establishes a clear understanding of researcher as full participant (Evered and Louis, 1981). This paradigm foreshadowed present day considerations in qualitative research which recognizes that the goal is “...to live ever closer to the lives about which we write” (Lincoln and Denzin, 1994, p.582). The purpose is to understand them and give voice to them. From a social constructionist point of view, it is also recognized that there is a co-creation of the reality that is then reported in the research. The following sections distinguish the full on participation within the *associated stance of research* and the one step removed *dissociated stance of research*. In conclusion, I discuss the impact of participation on the research itself.

#### 2.10.3.1 *Associated Stance of Research*

In this context, association means being united in heart, mind, and action with other YWAMers in the U of N-Kona. This included a full commitment to pursue the corporate vision. It included joining in the details of every day life. It included becoming a YWAMer without reservation. Personality tendencies led this researcher to function in two ways--as an advocate and as a change agent. This functioning included saying “yes” to the intentions of the university. It also meant challenging areas that appeared to need changing. Not least of these was the need for organizational infra-structure.

Without fully buying in to the system, it would have been impossible to legitimately challenge it. This buy-in included a commitment to challenge the Role Incumbent in his personal growth and development. It included a commitment to formulate integrative, working teams. It included a commitment to re-form the organizational infra-structure. Without the Chancellor’s support and consent, the changes in these areas would never have happened. However, without the intensity of such input, they also would not have happened in the way they did.

So, the study of the Role Incumbent and the organizational system includes a study of the enacted effects of this researcher’s participation. Such participation created numerous contributions to the organizational system. Being Director of Corporate Communications

helped separate the operational functions of corporate communication from the training functions of the university. Being Director of the Organizational Development Team laid the groundwork for organizational change at a conceptual level. Being Vice-Chancellor of Operations, member of the Chancellor's Team, and member of the Leadership Council, influenced financial recommendations made which significantly impacted the campus.

Close relations to the Role Incumbent *and* to organizational power produced a share of responsibility for the whole. It included understanding the inner workings of these power dynamics. It included seeing their benefits and their costs. It included feeling the consequences both good and bad of using such power. Coming so close to understanding another and his voice was the benefit of this intense association.

It illustrates however the reluctance of so many researchers to influence the systems they study. Many researchers stand back from those systems, concerned that they will influence them. They cannot not influence them. The only question is the degree to which they do. In this case, a passionate commitment to influence the system for good, take responsibility for that influence, *and* be reflective upon it operated within the research context.

#### 2.10.3.2 *Dissociated Stance of Research*

In this context, dissociation means stepping back from intimate involvement with the organization. An analytical stance was used to evaluate the Role Incumbent's experience, the organization's development, and the research involvement. The Expectation Enactment Program, Role Episode Analysis, and Impact Analysis emerged out of this research as the result. The consistent effort of stepping into full involvement, and then stepping back out to evaluate required a constant double-tracking. On one track was experience. On the other was analysis of that experience. Sometimes that analysis got fed back into the experience itself. Sometimes it remained in research files or mental notes. Sometimes it evaporated.

Such analysis offers at least one safeguard in the process. It provides a basis for applying the analysis to one's self as researcher as well as to the Role Incumbent. As a result, there is no basis for negative judgment in this process. The "expert syndrome" gets pre-empted by identification with both the strengths and weaknesses of the ones being studied (including one's self as a Role Set Member).

The down side to all of this, of course, is the recursive nature of the evaluation it introduces. Identifying the structure of the Role Incumbent's role, finding structural parallels in one's own role, stepping back and yet never being able to step back...there comes a point where one says, "enough."

As long as such involvement and analysis contributes to forward movement of the system, a contribution is being made. Simple analysis from the dissociated position is insufficient to authentically present a text. Simple involvement, if one is to be a researcher, fails to provide conceptual frameworks to move the field's common understanding on. So from one perspective, one can acknowledge the personal impact without knowing the full extent of it. This research offers a conceptual framework to make sense out of the evolution of multiple impacts. Involvement in the form of "inquiry from the inside" has impacted the Role Incumbent, organizational relationships, and the research. The written text represents one's best effort to make sense of those impacts. Still, it is not for one to make that decision by one's self. The reader, interacting with the text, must do so.

#### 2.10.3.3 *Conclusions*

My presence as researcher did change the persons, relationships, and organizational structures that I was researching. Numerous times my input focused the Role Incumbent's thinking on a particular topic. For example, my input initiated the public transfer of authority from the founder to the Role Incumbent which is detailed in Chapter Four. That act created a symbolic turning point for the Role Incumbent and many organizational members. It impacted the situation and trajectory of the university in measure. This and other examples can raise the question about the validity/credibility/authenticity of the research.<sup>34</sup> In part, this has been addressed in Section 2.8 above. However, an additional question appears relevant here.

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<sup>34</sup> Miles and Huberman (1994, p.277) address the issue of the quality of conclusions of qualitative research. They write, "...we remain broadly in the 'critical realist' tradition and discuss five main, somewhat overlapping issues: the objectivity/confirmability of qualitative work; reliability/dependability/auditability; internal validity/credibility/authenticity; external validity/transferability/fittingness; and utilization/application/action orientation. (Here we are pairing traditional terms with those proposed as more viable alternatives for assessing the "trustworthiness" and "authenticity" of naturalistic research...)." The point they make and many others in qualitative research affirm is that criteria from quantitative research is not as relevant to qualitative research as others now proposed (Guba and Lincoln, 1981; Lincoln, 1990; Lincoln and Guba, 1985)).

The question arises as to what exactly are the research findings to be evaluated with regard to credibility and authenticity? In the case of this research, I would contend that as an exploratory case study, the expressed intention of the research is to do an Expectation Enactment Analysis of a particular role incumbent and his role set members. From that, a framework for understanding expectation enactment emerges. The question to the reader then is, "Does the framework emerging make sense out of the data presented--as presented--and if so, does it offer possibilities for extending our understanding of the topic at hand?"

I have made the case for the credibility of the data collected. However, this research is more about developing the model(s) than positing that there is only one interpretation of the events and situations which occurred. The question I then ask is, "Do the models developed, and especially the Expectation Enactment Analysis integrating them into a whole, offer a valid, credible, and authentic representation of expectation enactment? If not, then the challenge is to find out where it has missed the mark. However, if they do offer a valid representation then the research has been successful.

#### 2.10.4 *Organizational Culture Assumptions*

A final critique that may be applied comes from the perspective of the cultural assumptions which operate within the organization, the Role Incumbent and the researcher. The U of N-Kona demonstrated Hofstede's (1993) premise that multi-cultural organizations are held together by common organizational practices. The U of N-Kona operated with a set of organizational culture *values* absorbed from the parent organization, Youth with a Mission. Among these were a particular set of Christian cultural *assumptions*. In Schein's (1992) view, this type of assumptions are even more foundational than the organizational values. He writes, "Cultural assumptions reflect deeper issues about the nature of truth, time, space, human nature and human relationships" (p.49).

This researcher operated from the Christian cultural assumptions held by the Role Incumbent and Role Set Members studied within the organization. These common cultural assumptions provided a strength. As Schein notes, "The contextual meaning of cultural assumptions can only be fully understood by members of the culture" (1992, p.148). However, they can create problems in communicating what was happening in the organization. Firstly,

these assumptions affect the researcher's interpretation of what was happening. A researcher who did not share these assumptions might have noticed different aspects of what was happening and also interpreted them differently. Secondly, it is hard for those who do not share these assumptions to understand and/or to accept them.

Limitations arising from this difficulty constrain the researcher's ability to communicate meaningfully about certain organizational assumptions and practices. These include perspectives on the sovereignty of God in every day life; the possibility of communicating with a sovereign God to gain wisdom; and the spiritual practices associated with including God in organizational activities.

Even if the religious cultural assumptions can be validated by organizational success, as all at the U of N-Kona would point to, there are other questions. Three such questions appear relevant. These involve substance and form, legitimacy, and paradox.

Firstly, when are spiritual practices--such as praying and asking God to give specific guidance regarding decisions--authentically substantive and when are they simply form?

Secondly, when are the terms of discourse associated with such practices legitimate expressions of the practice and when are they used to legitimize other practices (e.g., to increase one's influence and power)?

Thirdly, how do these practices create barriers to the very achievements they purport to facilitate (e.g., reinforcing passivity--God will do it, rather than initiating activity--faith causes me to take the risk)?

The cultural assumptions addressed here suggest two points of attention. Firstly, there is the actual content of the assumptions which give meaning to the Role Incumbent, the organization, and the organization's practices. Secondly, there is the self-reflexive nature of the researcher studying a role in an organizational context that embodies assumptions he shares. This second point, as already mentioned, suggest the importance of other views being solicited to give perspective to the role and the organization.

#### 2.10.5 *Conclusions*

Three primary thoughts come from this evaluation. Firstly, a more philosophic approach to the methodology challenges a re-consideration of methodological approaches.

These approaches, while not Biblically oriented, offer a framework within which a Biblical worldview might function quite well. It could provide an even greater understanding of how a Christian chief executive could approach the institution he or she directs. Secondly, having done an in-depth study exposes the need for greater breadth of research into the topic area. Thirdly, the “inquiry from the inside” paradigm challenges one as researcher with regard to “knowing.” One cannot fully know what has been studied from the perspective of a single person. It requires multiple others and their input and evaluation to even approximate “knowing.” And still the whole stands incomplete. It is a tension worth holding.

### **2.11 Summary**

This chapter covers the process of the research emphasizing the underlying assumptions related to the research. It highlights the “inquiry from the inside” paradigm. It details the research approach, evolution of the research strategy, and ethics associated with the research. It also integrates individual, social, and eternal views of reality and truth as perspectives for research. Finally, it offers a reflection and critique of the methodology used.



**Chapter Three**

**History and Development:**

**Youth with a Mission and the**

**University of the Nations-Kona**

### 3.0 History and Development: Youth with a Mission and the University of the Nations-Kona

This chapter presents an introduction to Youth with a Mission and the University of the Nations-Kona (U of N-Kona).<sup>1</sup> It highlights the history of YWAM. It also shows Youth with a Mission's relationship to the U of N-Kona. Finally, it gives an organizational description of the U of N-Kona based on work by Mintzberg (1983) and Adizes (1979, 1988) to give contextual understanding of the research setting.

#### 3.1 Youth with a Mission (YWAM)

YWAM, a Christian missionary organization, birthed the global University of the Nations. YWAM takes its mandate from Jesus' Great Commission to preach the gospel to all who have not heard it. Over 11,000 full time volunteers staff the YWAM work. Its ministries mobilize close to 200,000 people per year into short term missions. Over 650 bases in over 100 nations focus on evangelism, training, and mercy ministries.

These bases operate as autonomous legal entities. They provide facilities for evangelism, training, and/or mercy ministries. Over 200 of these bases include U of N courses and act as U of N branch campuses. YWAM established a base in Kona, Hawaii, and birthed the Pacific and Asia Christian University there in 1978. As vision for a global university grew, Pacific and Asia Christian University changed its name to University of the Nations-Kona in 1989. It united with numerous other YWAM training courses to form the global University of the Nations.

Loren Cunningham founded YWAM in 1960. He intended to fulfill a vision he had at age thirteen. At that time, he saw waves rolling up on the shores of every continent. These waves became young people preaching the gospel all over the world. The initial efforts to actualize this vision came in a program called "Summer of Service." It involved youth in

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<sup>1</sup> Youth with a Mission (YWAM) "is an international movement of Christians from many denominations dedicated to presenting Jesus personally to this generation, to mobilizing as many as possible to help in the task, and to the training and equipping of believers for their part in fulfilling the Great Commission. As citizens of God's kingdom, we are to love, worship, and obey our Lord, to love and serve His Body, the Church, and to present the whole Gospel for the whole man throughout the whole world" (University of the Nations Catalogue 1996-1998, p.6).

short term outreaches<sup>2</sup> to the Caribbean. Later, he realized the youth needed more training. So, he and his wife formed the first YWAM school in Lausanne, Switzerland. Thirty-six young people gathered there in 1968 to be trained and sent out.

Weber's writing (1947, pp.245-246) captures something of the founder's charismatic character. It also frames the formative effect that he and his wife had in the early days of YWAM:

It knows nothing of a form or of an ordered procedure or appointment or dismissal....Charisma knows only *inner determination* and *inner restraint*. The holder of charisma seizes the task that is adequate for him and demands obedience and a following by virtue of his mission.

The founder's parents and other pioneers of the Christian faith deeply influenced him. He developed an understanding of his childhood vision. Growth came as he expounded the vision. He and his wife inspired youth with new possibilities. They disciplined them in a deep commitment to hear the "word of the Lord" for themselves.<sup>3</sup> As his wife said, "The growth [of YWAM] came primarily through seeking the Lord. We would have prayer meetings and the Lord would begin to speak. People would get God's heart for a new place and then go there to start a new work" (Rawlins, 1995).

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<sup>2</sup> Outreaches originated as short term, missionary trips. On them young people experienced the challenges of living out what they had learned about the character of God. They quickly became essential components of the training for evangelism and mercy ministries. In the university, they are the praticanum associated with classroom teaching.

<sup>3</sup> Hearing the "word of the Lord" involves praying to God and expecting that He will communicate. Chandler (1922) captures the essence of this process. His writing shows the broader mystical phenomenon YWAM shares with others in the Christian faith.

"When the mind has thus gathered its faculties together and concentrated them upon God, it has to wait upon Him quietly, listening for what He has to say...And this attitude of quiet receptivity is an essential mark of mystical devotion" (p.8).

"In our normal prayers we do all the talking...but the prayer of mystical devotion is just the opposite of this. In it we listen rather than talk. We wait to hear what He wants us to do in his service...or again what new truth He wants us to learn about Himself" (p.9).

"What is this voice of God speaking? It is God revealing Himself through certain ideas or aspirations which He causes to arise in our minds. The clearness and strength of the ideas will depend largely on the purity of our hearts and the sincerity and perseverance with which we are waiting upon God" (p.10).

YWAM grew into a faith-based, volunteer organization with a decentralized structure.<sup>4</sup> It promoted young leaders with vision. It helped them find an expression for their own gifts and calling in evangelism, mercy ministries and training for fulfillment of the Great Commission. Part of its success rested in its emphasis on relationships rather than formal structures. Quebedeaux (1976, p.75) captures this emphasis as he describes a typical Christian, charismatic organization:

Its structure is web-like; the cells and groups are all tied together, not at a central point but by intersecting sets of personal relationships and other intergroup linkages. There are personal ties among participants, and leadership. Then there are invitational conferences for Pentecostal leaders alone. Furthermore, traveling evangelists link the segments together, as do ritual activities, where participants gather for expressive rather than, goal-oriented purposes. Such gatherings promote religious fervor, intensity, commitment, and express the movement's basic unity.

This pattern translates into specific YWAM expressions. The cells and groups were YWAM teams and bases, the geographical location where training took place and outreach teams could be sent out. YWAM leaders knew each other from the initial training schools and outreach activities they shared. Thus, the formation of life-long friendships began and reinforced the organizational networks. Gatherings of YWAMers came not only in conferences, but also in outreaches such as the Munich Olympics of 1972, a defining time for many early YWAMers. Translate traveling evangelists into teachers, and the analogy follows quite well. YWAMers traveled and taught at various bases as well as local churches. The bases also grew to share resource teachers from outside YWAM.

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<sup>4</sup> Faith-based. This distinction characterizes all Christian life in relation to God. One scriptural reference for the practices involved appears in Heb.11:1. "Now faith is being sure of what we hope for and certain of what we do not see."

In the Christian life, that which is hoped for is eternal salvation and life with God beyond this earth. Such faith is considered a gift from God. It comes by revelation of the sacrificial life, death and resurrection of Jesus. In addition, the YWAM tradition builds on the belief and experience of God communicating His will to those who seek Him. Thus, one must first discern this will. Secondly, one must act in obedience to this will. Often times this involves trusting that the means for accomplishing God's will are coming, even if not immediately present. Thirdly, one must give God the glory for the provision of means to accomplish His will. The means required may be personal finances (i.e., there is no salary for YWAM staff). They may be people or equipment needed to perform a task. They may be divine intervention in terms of supernatural healing. Additionally, the term sometimes is limited to the lifestyle with no guaranteed income and miraculous provision of some or all material needs.

YWAM bases multiplied quickly. They committed to teach and train young Christians and then send them out on short term mission trips. This extended the idea of Bible schools begun in the mid to late 1800s. Fiedler (1994, p.144-45) writes about these forerunners of YWAM schools.

They were originally founded as missionary training institutes...to provide the new (faith) missions with trained missionaries, and they were to provide missionary training for those who had no chance of receiving any theological training in the existing institutions, because they were not qualified and/or wealthy enough to be accepted in them. Bible schools were uniquely intended for the training of missionaries/evangelists abroad and at home.

One Bible school founded over a century ago, the East London Training Institute, opened in 1873. It intended to accomplish its purposes "by lessons, but also on the job....Primary emphasis was neither academic nor practical learning, but spiritual development....The school was financed by faith, and therefore was independent" (Fiedler, 1994, p.145-46).

Like YWAM, these Bible schools intended to equip young people with spiritual disciplines and vision to preach the gospel. They did not intend to compete with seminaries or universities. Financing by faith characterizes YWAM. It contributes to the spiritual development of students and staff. They learn to seek God for financial provision as contrasted with receiving a salary from the organization.

The work of the Moody Bible Institute offers another forerunner of YWAM's training ministries. It intended to provide "*short, practical courses of study, mainly confined to the English Bible [YWAM has extended this], practical theology, and Christian work by direct contact with souls*" (Italics added. J.M.Sherwood quoted in Fiedler, 1994, p.147). In YWAM and the U of N, short, practical courses focus on character formation. They intend to equip students to touch the lives of people in every sphere of society.

In 1974, the founder and his wife, moved to Kailua-Kona, Hawaii. There they founded a new YWAM work oriented to the Pacific and Asia. In 1978, with other leaders and staff, they felt God leading them to found a missions-oriented university. They pursued this vision and founded Pacific and Asia Christian University (PACU) to be a "multiplier for missions." This

date marks a significant birth within YWAM of something the same and yet different. It parallels the natural family. The definition of this new ministry as a university, not just YWAM training schools, initiated a new organizational identity. For a number of years, it grew from infancy through to its adolescent years. As it did, its identity strengthened.

Simultaneously with the development of PACU, numerous other YWAM schools grew particularly in Europe. European YWAM leaders came close to forming the European Christian University. However, they met with other international YWAM leaders in Manila in 1988. They agreed to incorporate all these budding efforts with what had already begun in Hawaii. As a result, they formed the global, University of the Nations.

The university remained fully a YWAM ministry. International YWAM leaders make up the Board of Regents. The vision and foundational values of YWAM provide the strength for unity. Yet, non-university YWAMers who could not see the university as true to the YWAM vision challenged its existence. In its early years, the founder provided the primary bridge between them, supported by numerous others who shared the vision for the university.

Kona, Hawaii, became birthplace of the university. Ministries that developed into the seven colleges comprising the university undergirded the Kona campus. And, it became the first resource campus in the U of N system.<sup>5</sup> In 1990, the founder and others asked the Role Incumbent studied in this research, David Boyd, to become the first Chancellor of the U of N-Kona. In 1994, the founder and his wife left their home in Kona to build-up a U of N campus in Lausanne, Switzerland.

### **3.2 Status of the University of the Nations as the Research Began**

The U of N-Kona, like other campuses, incorporated separately from all other U of N locations. The Chancellor had influence through relationships with numerous other leaders of the university worldwide. Yet, he remained legally and organizationally responsible just for the U of N-Kona. Additionally, he functioned as the spiritual as well as organizational

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<sup>5</sup> A resource campus operates with at least four colleges represented. It offers at least three courses in each college including the three "core courses" (Communication, Humanities and Science, Biblical Studies). This campus serves branch locations within its region in a variety of ways including academic records, sharing resources (teachers, expertise, finances, etc.), and offering leadership assistance. The U of N-Kona became the first resource campus. It also originated the seven colleges, and became a model for other resource campuses.

leader of this community of staff, students, and other volunteers.

The Kona campus sat on a 45-acre tract of land on the island of Hawaii in the Hawaiian islands. It operated with up to 300 students in school and 150 students on field assignments per quarter. In addition, approximately 300 staff members plus children worked in academic, operational, and ministry positions. Additional volunteers also worked at the university.

The U of N-Kona incorporated other properties including two main ones on which courses were run and some students and staff housed. During the period of the research, the campus consolidated programs in these locations onto the main campus.

A short review of significant dates positions the Chancellor in his role. The Chancellor pioneered YWAM in Germany for 14 years. He moved to Kona in 1983 to assist the founder in developing the university, and accepted the title of Chancellor in 1990. In May, 1992, he fully embraced the role when the founder publicly released authority to him. In March, 1994, the founder announced he was moving to Switzerland. In April, he formally left Kona. From then, the Chancellor acted with an increased amount of freedom to shape the Kona campus.

A number of other contextual factors influenced the development of the Chancellor's role.

- ...the status of the U of N-Kona within the broader YWAM as the flagship of the global university.<sup>6</sup>
- ...the pressures of moving from a trail-blazing, pioneering mentality into a more stable, long-term organizational structure.
- ...the fact that all staff from the founder of YWAM down to the newest staff person were volunteers receiving their financial support through their own personal networks.

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<sup>6</sup> The University of the Nations is a non-accredited institution of higher education. After counsel, senior leadership responsible for founding the university decided not to seek accreditation for several reasons. Principally, they did not agree with the accreditation bodies which existed, nor the standards used by these bodies for accrediting. Their advisors believed, and they agreed, that the long term effect of accreditation would be to limit the purposes for which the university was founded. Practically, as an international university with a vision to be located in 1000 locations around the world (during the research it had grown to over two hundred places on six continents) there was no single accreditation body that was situated to cover the university. Additionally, some of the innovative practices of the university (e.g., modular, field based education) were not yet considered acceptable, though in recent years, these have shown to be on the cutting edge of higher education.

The first reason for calling it a university as opposed to other possible designations came from its very origin. Its early pioneers first got the concept of a university designed as a mobilizer for missions in prayer. They believed that they heard God give them this identity. This practice of praying and listening for God to speak undergirded the essence of all that was done in YWAM and the university. Additionally, it was felt that its programs would provide a university standard of education, which has subsequently been borne out through acceptance of its students into advanced education around the world. Even so, it must be said that the primary purpose of the university is *not* the degree, but rather the preparation of character as well as mind for serving God in the fulfillment of the Great Commission.

- ...the need for increasingly more skilled, professional staff with a higher levels of expertise.
- ...the financial pressures of expanding activities and physical facilities and the associated need for increased resource development.

### 3.3 An Organizational Framework for YWAM

Mintzberg (1983) identifies six organizational forms. One of them, the "missionary" closely parallels the YWAM organizational structure. The following discussion is stimulated by his work. It offers one view of YWAM as an organization expresses the foundation out of which the U of N-Kona emerged.

#### 3.3.1 *Charismatic Founder*

As already noted, the founder demonstrates a capacity to attract and motivate others. The mission grew to a world-wide network of over 650 YWAM bases, a global university, and numerous other ministries. In the process, he disciplined leaders to raise up other leaders. McClelland (1970, p.38) describes this type of leader as communicating, "Here are the goals which are true and right and which we share. Here is how we can reach them. You are strong and capable. You can accomplish these goals."

The founder discovered his own philosophy of developing new leaders put into words by Peter Drucker. He recalled Drucker's writing. "When you give a new manager a job, give him more than he can handle as it will set him up to give his all at the start and allow him to set a pattern for his career. If the new manager was not challenged at the start, he would be an underachiever his whole career" (Rawlins, 1995).

#### 3.3.2 *Shared Vision and Values Link Organizational Members*

The vision of YWAM focuses on the phrase "To know God and make God known." It operates on simple principles. Anyone can make a difference *for eternity*. To do so, they must sacrifice rights to themselves and take up the commandments of God to reach those that don't know him (Cunningham, 1997). Each person can hear from God, operate in the power of God's Spirit, and be equipped to do all that God requires. As Hudson Taylor, missionary pioneer to



China and an example of a faith-based missionary said, "God's work, done in God's way will not lack God's supply." With this orientation, the individual can live a life that makes a difference. Such a life offers a compelling sense of purpose and meaning to the individual.

### 3.3.3 *Mission Is Clear, Inspiring, and Achievable*

The mission of fulfilling the Great Commission by preaching the gospel to every creature is enormous, but focused. Accomplishing this mission through training and short term outreaches is clear, simple and was initially quite distinctive.<sup>7</sup> One of the mission's foundational values emphasizes pioneering the new things God wants to do. So, for example, YWAM offered young people without formal missionary training an outlet for short term missions. Because of its strong event-orientation, it continually produced new, focused, distinctive, inspiring and simple (but not necessarily easy) projects. A few examples of these projects included: reaching every home in the Hawaiian Islands with a New Testament in the residents' mother tongue, having a day of prayer around the world reaching the uttermost points of every continent, and running a torch across every continent through almost every nation to proclaim the gospel.

### 3.3.4. *Strong Organizational Identification*

YWAM facilitates identification by remaining multi-denominational. It makes every effort to keep theologically flexible by avoiding divisive doctrines and remaining focused on the basics of the faith. The identification process begins with the Discipleship Training School experience including an outreach.<sup>8</sup> The common experience of the lecture phase and the personal testing time of the outreach bonds individuals to each other, to YWAM, and to

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<sup>7</sup> It began simultaneously with the United States Peace Corps as one of the first opportunities for large numbers of young people to make a difference cross-culturally.

<sup>8</sup> Discipleship Training School (DTS) operates as the entry level school into the seven colleges of the U of N. It also functions as the basic requirement for participation on full time staff of YWAM and the U of N. The 6 month program includes three months of lecture. Then follows two to three months of short term, missionary outreach. The school attempts to cultivate a living relationship with God, personal character development, and the identification of the student's unique gifts and calling. It emphasizes the Christian's call to missions (Mk.16:15, Mt.28:19), cross-cultural exposure, and global awareness. The curriculum includes the Christian's relationship to God, to oneself and others, to the Bible, to the world, to the Church, to the enemy. It also introduces the student to the three-fold calling of YWAM—evangelism, training and mercy ministries. The course comes in two forms. One is for youth up to age 35. The other is for adults in life transition 35 and older.

missions. For individuals not satisfied with sitting in church pews, the organization offers the romance of travel, the adventure of life challenges, and the opportunity of seeing lives changed. Such experiences form strong links with YWAM, even after individuals may have left the organization.

### *3.3.5 Strong Culture Offering Opportunity and Requiring Loyalty*

The culture of YWAM is extremely strong. The Christian mandate, "to go into all the world and preach the gospel to every creature," roots it. Additionally, it attracts strong, charismatic-visionary leaders. It creates opportunities to do what no one else has ever done. It targets missions activities to those who have never heard the gospel before. It offers a compelling goal.

The core of YWAM's goal is to *go*. Those people primarily oriented to *staying* and building support structures can find it somewhat difficult to stay. Two types of people exemplify this difficulty. "Settlers" are those more comfortable putting their roots down in one place after the pioneers have established it. Professionals are those with specialized skills, particularly ones oriented toward working within a structured organization. The philosophy of "easy on, easy off" made it possible for these types of individuals to get training. However, they tended to find it difficult to identify a place for their gifts to be used.

### *3.3.6 Normative Bureaucracy*

Mintzberg (1979, p.86) defines a bureaucracy as a structure whose "behavior is predetermined or predictable, in effect standardized." He develops this definition in studying the "missionary" style of organization. It "achieves its coordination through the standardization of its beliefs... (not to mention the standardization of its members, through selection)....The "missionary" consists, essentially, of a group of people who know what they have to do and do it, with minimum supervision, work standards, action plans, performance controls, and all the other formal paraphernalia of structure. Its bureaucracy is inherent in its norms" (Mintzberg, 1983, p.371). Most YWAM teams and bases worked on a simple task in small groups. This required little need for complex decision making or specialization.

Enculturation through the Discipleship Training School and longer term organizational experience instilled the organizational norms. Even so, the culture, in Kona particularly, had so many complexities within it that newcomers often wondered how things actually worked. Thus, they had to rely on other, more knowledgeable members in discerning how to make decisions. Finally, the founder offered an ideal of Joe or Jane YWAMer--ordinary people doing extraordinary things for God. The culture, then, emphasized relying on God's empowering rather than on any specialized skills.

### 3.3.7 *Sacrificial Life Style*

The founder writes specifically about this subject in his second book, Making Jesus Lord. It lays out a Christian tradition advocating the surrender of one's will to God. Such a surrender enables the person to do what God requires (See Lk.14:33). This aspect of YWAM undergirds its ethos. People on every base can tell stories of such sacrifice. In some cases, staff members sold all they had and gave it to the organization. In other cases, they lived in tents and ate basic food until finances could be generated. In other cases, they gave up their most precious possessions only to receive them back again. It would be difficult to imagine any YWAMer not having had this experience. At a minimum in their Discipleship Training School, they would have had opportunity to sacrifice their rights as well as their material goods.

### 3.3.8 *Volunteer*

YWAM operates as a volunteer, faith-based family of ministries (Cunningham, 1998). That means that individuals must raise their financial support through their church, family and/or friends. It also reinforces commitment to the organization, since salaries do not tie a person to their work. Being volunteers gives staff the sense of freedom to decide many issues that would be decided by an organization hiring them. This creates a highly flexible, mobile, make-do work force. Doing ministry motivates them more than basic support work. Pearce (1993, p.30) has described this kind of work force well. She writes, "...we would expect a concern for values rather than for efficiency or effectiveness, with little vertical or horizontal specialization, very personal and emotionally intense relationships, unclear individual responsibilities, and a disdain for rules."

### 3.3.9 *Small Bases Operating in Simple Environment*

At last count the average staff per operating location approximated fifteen staff. Thus, the majority of YWAMers functioned effectively in extended families. They handled finances individually. They often found their facilities--which could be as grand as old manor houses or as simple as rented accommodations--through prayer and faith. They faced relatively simple challenges, but these continually stretched their faith. They sought to preach the gospel in creative ways to people that have not heard it. Oftentimes, the people they reached lived in very simple environments with few if any goods beyond necessities, and sometimes not even those. Such activities could be staffing an infant nutrition program on the city dump in Manila. They could be providing an aqua-culture system for a small village in Thailand. They could be supporting orphanage workers in the newly opened Eastern European countries.

### 3.3.10 *Egalitarian and Non-Specialized*

From the founder's earliest days with his parents' examples of ministry came his conviction--ordinary people can accomplish extraordinary acts through the supernatural power of God. This view highlights that "everyone is equal at the foot of the cross." In other words, no hierarchy exists according to position, personal worth, or performance in God's kingdom. Those involved recognize different roles for the building up of the community. However, titles and official positions carried little attraction. In addition, many bases downplayed specific expertise. In fact, sometimes expertise was sacrificed for the purpose of character development. The practice of work duties for students in training courses and on outreaches characterized this criterion. For example, leaders would often distribute mundane tasks independently of people's skills or competencies. On the staff side, the expectation existed for all to pitch in and make the whole work, whether that be in the kitchen, cleaning, or transportation.

### 3.3.11 *Committed to Change Society by "Going for It!"*

The Bible contains the stories of individuals and societies being changed by their

relationship with God. This spiritual heritage plus personal experience motivated YWAMers to believe that they could make a difference in society. YWAM leaders all over the world communicate the message, "Go for it!" every time they teach or speak. The GO Fest, one of YWAM's most popular conference formats for mobilizing people of all ages into missions put forth this idea. It emphasized Mk. 16:15 which says, "Go into all the world and preach the good news to all creation..." The original YWAM school in Lausanne, Switzerland, taught many of YWAM's international leaders this lesson. They all joined together with the founder, kneeling and praying over a world map. Each one asked God to reveal to them a nation to which they would commit to taking the gospel. And, then they proceeded to go to those nations to preach the gospel. The experience stands as only the first of many such experiences in YWAM history.

### *3.3.12 Organizational Context Filled with Faith*

Like so many organizations of this type, its life was maintained through its stories. Stories from the early days inspired many people to join YWAM, reminded YWAMers of God's faithfulness, and reinforced the vision and values of YWAM.

Many of these stories showed God's miraculous provision in time of need. Examples included a well known story in YWAM of fish actually jumping out of the water onto the beach in Greece when YWAMers were out of food and money. Another example was the safe, supernatural deliverance of two YWAMers who had prayed for Albania, traveled there when it was a closed country, and been sentenced to death by a firing squad. And, there was the story of provision of a printing press and a castle close to Munich for outreach during the 1972 Olympics. Because of their presence at that Olympics, YWAMers brought comfort to thousands following the terrorist attack on the Israelis.

With succeeding generations of students, now estimated to number close to two million, the stories multiplied exponentially. As a pass-time, YWAMers compared favorite outreach stories to see who had the most intense, funny, or moving story. And everyone could join in, because everyone who had been on an outreach had these stories. Thus, the organizational life within YWAM was not simply sustained by the founding members stories, but by all who joined and contributed their own as well. Faith, essential to the life of YWAM in a multitude

of ways, was encouraged, reaffirmed, and validated by the experiences that became stories.

### 3.3.13 Conclusion

These examples highlight the organizational context from which the U of N-Kona grew. Its early days may be seen as an extension of YWAM. Its own unique organizational identity formed slowly under YWAM's covering. Organizationally, the late YWAM-Kona and early U of N-Kona stages overlap. Many present day YWAM ministries originated at the YWAM base in Kona. A number of them became the core of the university. The founder and his family also called Kona home. Additionally, numerous other pioneering, visionary leaders in YWAM called it home.

YWAM leaders who form the Board of Regents of the global University of the Nations maintained a close connection between the parent organization and the university. Staff members shifted back and forth between the university and YWAM ministries. And, students moved between student and staff status in YWAM and the U of N, even as they supported a wide variety of activities in both.

### 3.4 Lifecycle Theory and Organizational Identity

As previously mentioned, the university came into being in 1978 as Pacific and Asia Christian University. However, it did not start from ground zero. It grew out of YWAM as an organization, Kona as a YWAM base, and colleges that were originally YWAM ministries. So, developmentally it grew differently than most organizations. Becoming a university campus, Kona acquired a new YWAM identity as a resource campus rather than simply a larger YWAM base. As such it faced unique demands that typical YWAM bases did not. The Role Incumbent, arriving in Kona in 1983, entered into the university in process.

The concept of organizational life-cycles helps orient the reader to what the Role Incumbent faced when he took on his role as Chancellor. Quinn and Cameron (1983, p.33) found in their synthesis of organizational life-cycle models "that the design, development, and behavior of organizations can be predicted by means of organizational lifecycle models."<sup>9</sup>

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<sup>9</sup> Scholars interested in organizational life-cycle research include Adizes, 1979, 1988; Downs, 1967; Greiner, 1972.; Katz and Kahn, 1978; Kimberly, 1979; Lippitt and Schmidt, 1967; Torbert, 1974.

Their conclusion suggests that each model contains four stages. They are "...an *entrepreneurial stage* (early innovation, niche formation, creativity)...a *collectivity stage* (high cohesion, commitment)...a *formalization and control stage* (stability and institutionalization)...and a *structure and elaboration and adaptation stage* (domain expansion and decentralization)" (p.33). In these terms, the U of N-Kona would be seen to move from the second to the third stage in the time period of the research.

Lifecycle theory highlights several key concepts relevant to the impact of the Role Incumbent on the university and vice-versa.

Firstly, *identity* spotlights the evolving identity of the organization (Adizes, 1979, 1988). Albert and Whetten (1985) have studied "the relationship of identity to organizational life cycle" (p.263). Their seminal work stimulated a continuing study of this concept by numerous researchers (Whetten and Godfrey, 1998). They assert that features of an organization seen as *essential, distinctive, and enduring* satisfy the criterion of "an adequate statement of organizational identity" (Albert and Whetten, 1985, p.265). They continue on, "However it is conducted, the search [for identity] is always for that formulation that will distinguish the organization from others" (p.269). One might also add that the formulation also justifies and maintains its existence.

Secondly, *transitions* acknowledge the movement of identity through time. Greiner (1972) writes about them as "revolutions." They operate between stages of organizational development during which essential aspects of the organization transform. These revolutions produce new successes. However, the order emerging from them also produces the problems for the next stage. Resolution of these problems creates changes in the systems of roles within the organization. As a result, a new and integrative time, which he calls "evolution" takes place...until the next revolution.

Thirdly, *transformations* produce the changes. A transformation may be defined as a change in identity. As an organization moves through its lifecycle stages, the characteristics which distinguish it will change. Continuity produces stability in some characteristics of identity while change produces adaptation and/or introduction of others. Thus, identity is not fixed or static, but develops as lifecycle theory suggests.

### 3.5 Transformation of Organizational Identity at the U of N-Kona

Adizes' (1979, 1988) lifecycle theory appears to be the most comprehensive of those available. The theory developed out of working with organizations of all sizes. By discovering similarities according to age, size, complexity, and so on, he effectively predicted the development or decline of organizations. Even more importantly, he developed interventions to facilitate organizations through these stages of the life cycle. While other theorists have offered thought provoking theory, none have as extensive a literature and application as Adizes. The extent of his work both practically and theoretically offers a clear, if brief, insight into the U of N-Kona and its own transformation.<sup>10</sup> Therefore, it should help *orient* the reader.

As in the other life cycle models, Adizes suggests that growth within a stage leads to a critical point or crisis. At this point, either a transformation begins occurring or the organization begins to decline. He identified a bell shaped curve with ten stages in it. Five of these are involved in growing the organization. Five are involved in aging the organization.<sup>11</sup>

This research at the U of N-Kona began during Adizes' third phase of organizational development called "Go-Go." It proceeded to follow the life-cycle transition and transformation to the "Adolescence" stage. By the end of the research period, the organization began to stabilize in the "Adolescence" stage but had not yet had time to fully develop into the next, "Prime" stage. A brief description of the key life-cycle crisis and transition between the Go-Go and the Adolescence stages follows.

#### 3.5.1 The Crisis Going Into Adolescence

Adizes suggests that a major crisis precipitates entrance into the Adolescence stage. The possibility for such a crisis comes from lack of attention to key elements within the

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<sup>10</sup> Adizes' work (1988) draws parallels between organizational life cycle developments and life cycles in individuals, marriages, and communities. This approach confirmed deep structure parallels seen in this research between the Role Incumbent's personal development, role evolution stages, and the organizational life cycle stages. There was neither time nor space to pay attention to these parallels other than to mention that other researchers have noted the similarities seen in this study.

<sup>11</sup> The five growing stages are infancy, courtship, go-go, adolescence, and prime. The five aging stages are stable, aristocracy, early bureaucracy, bureaucracy, death.



organization. These include growth, finances, organizational infra-structure, bottle-necked authority and decision-making.

In the previous, Go-Go stage, the founder relies on vision which others doubted, proves the doubters wrong and continues to look for new growth opportunities. Just prior to the "crisis" of Adolescence, it all begins to change. Organizational complexity, limitations on organizational capacity, and challenges to financial and support structures increase. The crisis appears. The organizational response to the crisis defines the Adolescence stage. When successful, the organization's identity is strengthened. Its competencies become focused, though limited. Its goals become explicit. Infra-structure becomes established. Its vision and creativity are affirmed.

The crisis for the U of N-Kona included all these factors. However, the financial imperative that it faced crystallized the essence of the crisis. As the research demonstrates, the Chancellor faced personal, interpersonal and organizational demands as that imperative emerged. His response to the imperative did much to define his role in the university locally and internationally.

Adizes suggests that in this stage the organization is "reborn." The first birth was a physical birth, which for Kona occurred in 1978.<sup>12</sup> The second he describes as "being reborn *apart from its founder*--an emotional birth [which] is more painful and prolonged than the physical birth of infancy" (p.45). The organization individuates. It builds to a new level on the formative influences of the founder and the founding generation. And it must learn how to keep the best of its heritage while reforming into expressions of the new identity it is assuming.

As mentioned earlier, the founder left Kona in 1994. From this point on through 1997, the university underwent its second birth in Adizes' terms. By the middle of 1998, the crisis had been weathered. The Chancellor and the founder emerged with a renewed strength in their personal relationship. Additionally, they shared a basic agreement on the development of the Kona campus.

The U of N-Kona began to re-think its requirements. It re-structured its identity into one

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<sup>12</sup> Individuals involved in the birth of Pacific and Asia Christian University (which became the U of N-Kona in 1989) would definitively say that it was not only a physical birth, but also a spiritual birth.

which had the capacity to continue and sustain its growth and development. This meant focusing, pruning, and setting limits. It meant putting in administrative systems to give the organization a skeleton enabling it to carry its load. In addition it meant that everyone had to be involved. Ownership and involvement was gained for the present as well as the future. Thus, identity transformation became an organization-wide process...which the Chancellor and Role Incumbent led.

This stage can threaten the organization with a loss of its entrepreneurial types. If it loses them, it loses "the principal...component that gave it flexibility, and the environmental awareness that provided vision and the driving force for the [organization]" (p.54-55). The U of N-Kona did lose entrepreneurial leadership in coming through this crisis. However, in its organizational reformulation, it got clear on the types of leaders that would and could work together for this new phase. It put them in place and began to develop this next phase of organizational development.

The conflict between the need for order represented in administrative and financial types and the need for vision represented in entrepreneurial types emerged. The organization created organizational infra-structure to sustain the organization over time. At the same time, it fostered creativity and entrepreneurial vision within the organization. Time revealed the initial success of the organization in succeeding at this dual challenge.

### *3.5.2 Goals During Adolescence*

There are at least five goals of the organization in the Adolescence stage. Firstly, functional systems and organizational structure come into place. Secondly, vision and creativity are institutionalized. Thirdly, the organization defines its focus, who it serves, and how it best serves them. Fourthly, the organization makes plans and follows through on them. Fifthly, the organization begins to differentiate those functions and activities that do not fit into complementary entities.

During the research, these five goals emerged in various degrees, yet all could be seen. The organization showed that it knew what it was doing and where it was going. It demonstrated plans on how to get there as well. It streamlined and positioned itself for greater growth. The present integrated planning and controls with vision. The future offered

aggressive pursuit of vision. Together, the present and future appeared to give the U of N-Kona more predictability and sustained growth.

Additionally, Adizes describes Adolescence as a time of testing. This stage determines whether the future organization will flourish or pre-maturely age and wither. As he writes, "Self-discipline is required to allocate resources to do fewer things better, even though past behavior of investing in *more* rather than in *better* produced the desired results" (p.194). This includes the self-discipline to manage the conflict between administrative development and entrepreneurial motivation.

The flight of entrepreneurs may be avoided by proactively tackling the administrative problems while reducing the performance expected...*for a time*. As he writes, "For example, management can spend a year defining the organization chart, determining its corporate mission (not only deciding what *else* it's going to do, but also deciding what it's *not* going to do), developing training programs...." (p.197). The change occurred in the U of N-Kona as it moved from being structured around people to being more structured around tasks while continuing to value the people. According to Adizes, systematicity of the Adolescence stage replaces the expediency of the previous stage.

In conclusion, there appear to be two essentials in the development of an organization in the Adolescence stage. Firstly, conflict resolution occurs. Entrepreneurs and administrators learn to value each other and work together. In the U of N-Kona, this resolution resulted in a deeper order and sense of peace within which to pursue the tasks of the university. Secondly, organizational systems run by administrators release entrepreneurs to fuel the next stage of new growth. This occurred in the U of N-Kona as a clarified vision and specific strategies were put in place that could attract the entrepreneurial types necessary for the next stage of growth. Indicators at the end of the research suggested that the university was being successful in releasing these entrepreneurial types with new vision.<sup>13</sup>

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<sup>13</sup> Some examples included the Excess program, a youth leadership development and mentoring program led by a young pioneer; the Genesis project linking resource teaching and instruction from one campus to remote campuses via technological hook-ups; strategic field projects around targeted locations such as one in Nepal and the ITI project moving into North Korea; the spinoff of the Makapala location into an indigenous /Hawaiian Islander training site; and the pioneering of a new cell movement integrated within the Discipleship Training School (DTS) led by DTS staff.

### 3.6 Summary

This chapter provides an orientation to the organizational history of Youth with a Mission, its relationship to the University of the Nations-Kona. In doing so, it gives an organizational perspective of YWAM. The two theoretical contributions highlighted show the normalcy of what the Chancellor led the U of N-Kona through in the time period studied. Mintzberg's (1983) contribution shows where the university came from. And, Adizes' (1979, 1988) offers a theoretical understanding of what the U of N-Kona was facing when the Chancellor took over his role.

The Chancellor's experience and responses to the situations he faced are articulated in Chapters 4 - 6. The content of these chapters illustrates one leader taking his organization successfully through an identity crisis, and the personal, relational, and organizational challenges he faced. Chapter 7 offers an Impact Analysis. Together, these four chapters provide an Expectation Enactment Analysis of the role of the Chancellor.

**Chapter Four**  
**Expectation Enactment**  
**from a Personal Perspective**

## 4.0 Expectation Enactment from a Personal Perspective

### 4.1 Introduction

This chapter organizes the Expectation Enactment Analysis from a personal perspective. It highlights the managerial agenda item, *becoming more fully who I am*. It details the Expectation Enactment Program, *Pursuing Personal Wholeness*. And, it gives specific role episodes as examples. All of the above contribute to analyzing how the Role Incumbent enacted expectations and impacted himself, his role, and his organization.

#### 4.1.1 Commitment to Becoming More Fully Who I Am

Numerous researchers recognize the importance of the individual in impacting his or her role. They emphasize the place of personal choice within role performance (Stewart, 1982a). They mark out role-making by the Role Incumbent (Graen, 1976). And, they develop role-taking (Turner, 1962). In addition, other researchers contribute to how people's internal processes may be understood in role contexts.

The Role Incumbent engaged in two primary types of personal, internal work that impacted the role. Firstly, he pursued individuation characteristic of life cycle development (Erikson, 1950; 1968). Secondly, he pursued role task work Hodgson *et al.* (1965).<sup>1</sup> Having both perspectives contributed to dynamic developments within him as a person and as a Role Incumbent.

This chapter addresses the results of these two types of internal work. It shows how they contributed to his internal processing which led to enacting expectations for his role. This chapter begins with parameters influencing the Role Incumbent. They shape this personal perspective. And, they establish personal influences tending to operate consistently on him and his performance.

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<sup>1</sup> Hodgson *et al.* (1965) have defined role-task work as "...an inner process that engages the deepest aspects of the self and...is the sustained and directed effort of mind in which a person seeks to synthesize the organizational requirements of his position with his own individual needs, interests, and aspirations" (p.231).

Additionally, they write "...the necessary decisions of personal management, get made nowhere else but *inside the individual*, and by no other agent in the system than the individual himself. Working on these decisions, making them, acting on them, living with the consequences, and making further decisions; that is the substance of role-task work" (p.243).

#### 4.1.2 Parameters Shaping the Personal Perspective

These parameters acted as personal determinants, shaping the Role Incumbent's perceptions and responses to his role consciously and unconsciously. This section discusses four primary sets of these determinants. They include sociological characteristics, personality type, "words of the Lord," and self-definition.

##### 4.1.2.1 Sociological Characteristics

The Role Incumbent and his wife had three children at the beginning of the research. He came from a middle class, American background. Born into the "baby boomer" generation, he was white, Anglo-Saxon, Protestant (Pentecostal) and male. In Youth with a Mission (YWAM) he lived and worked for fourteen years in Europe, mostly in Germany. He travelled quite extensively. And, he interacted with people from many cultures. Early involvement with YWAM appeared to have shielded him from the *angst* of the Vietnam war years. His personality shielded him from undue guilt associated with being "politically incorrect" due to these sociological characteristics. In fact, these characteristics contributed significantly to his "fit" within the dominant YWAM culture. It had numerous leaders with such characteristics.

##### 4.1.2.2 Personality Type

As for personality type, he came out as an ENFP (Extroverted, iNtuitive, Feeling, Perceiving) on the Myers-Briggs personality type scale (McCaulley, 1989; Myers, 1962). Such typing provides only a limited description. Yet, this type did accurately describe much of his style. It also explained some part of the personal dynamics associated with his role.<sup>2</sup> As a

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<sup>2</sup> The U of N-Kona conducted Leadership Training Schools for its top leaders. As part of the development of this program, various types of personality tests including the Myers-Briggs were brought into campus life. The Role Incumbent participated in these and his Myers-Briggs type comes from this source.

A set of descriptors associated with this personality type include the following. Some significant descriptors changed over the course of the research. However, these here represent the generic personality type. *Italics* indicate ones especially relevant ones to the Role Incumbent. Upside characteristics: *Positive*. Enthusiastic. Socially adept. Friendly. Trusting. Unconditionally accepting. Encouraging. *Hopeful*. Builds harmony. Possibility thinker. Constantly searching out new ideas. Fun. Charismatic. *Optimistic*. Charming. At ease. *Generous*. *Pursues the novel*. Warm. Does not see self as source of all wisdom. *Hunger for integrity and identity*. Skilled socially and with hospitality. Catalytic. Sensitive to moods of others. Drawing out the best in people. Very personal in transactions. *Into developing potentialities*. *Naturally democratic and participative*. *Enthusiastic spokesperson*. Listens to others, values others. Hunger--search for self and meaning. Marked by idealism. Flair for dramatizing the mundane events of living into something special. Comfortable in unstructured meetings. *Patient with complicated situations, able to wait for right time to move forward*. Unusual store of energy...tending to come in bursts of new enthusiasm. *Yesterday's projects may*

"people" person, he functioned with a pastoral orientation. This compares with the founder's apostolic and teacher orientation. Similarly to the sociological characteristics, this personality type fit matched a type of YWAM leadership profile. He fitted very comfortably with the founder and numerous other senior leaders in YWAM with whom he "grew up" in the mission.

#### 4.1.2.3 Words of the Lord

The Role Incumbent had had numerous "words of the Lord" related to this role.<sup>3</sup> The pivotal point in time for him came in 1983. He and his wife went to an international YWAM strategy conference in Kona. On the way over from Germany, he summarized his sense of the future for himself. He felt it related to the university, specifically as a call to children and youth.

Then at the conference, the founder gave a "Macedonian" call to leaders from around the world. He asked them to consider coming and helping develop the university in Kona. The Role Incumbent and his wife prayed about it. They felt personal assurance they should move to Kona. When they returned to Germany, the Role Incumbent reported numerous confirmations. He said, "I had six different people from around the world contact me. All had been praying and felt God saying we were in a change, and in some way we were called to

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*not receive needed attention. Turns liabilities into assets. Easily forgets yesterday's negatives. Needs replenishment through having others give enthusiasm to him. Often viewed as champion of two opposing groups--diplomat. Creates climate of freedom, autonomy, and initiative. Hungers for personal contacts. Popular with colleagues. Outstanding spokesman for an organization. Makes business a pleasure. Importance of self-determination, autonomy. Tolerance for a multitude of simultaneous activities. Spontaneous. Keen and penetrating observers of people. A strong sense of the possible. Devoted to family and kids. Humble, etc.*

*Downside characteristics: Need for personal recognition. Need for social acceptance. Tendency toward disorganization. Speaking without thinking through implications. Lack of objectivity. Positive spin (seeing negatives as positive). Make promises beyond ability to follow through. Need ideas to translate talk into action (particularly give a plan). Avoids confrontation. Able to be devastated by sense of personal failure. Surprised when people or events don't turn out as anticipated. Loses interest with routine. "Might be" is more fascinating than "is". Difficult to work within constraints. Put off facing unpleasant relationships. Broadly empathetic, leads to disconnecting from people, surprising them. Others hurt to realize they're not valued so uniquely. Difficulty detaching from job to give time to family. Restless if others are dependent. Others' priorities eat up his time. Generosity with time can lead to neglect of own obligations. Tendency to make decisions based on personal likes/dislikes. Wanting to/need to please others. In avoiding unpleasantness as easy way out, creates larger problems. Creating dependency relationships. Becomes frustrated with too many standard operating procedures to follow. Interest in creating new things, not in follow through or implementation.*

*Other characteristics: Longs for freedom of expression...freedom from control, ...freedom from details, ...freedom from chain of command, ...social interaction. People to people--needs others' feedback. Bored quickly. Fiercely independent. Need recognition of individuality.*

3 "Words of the Lord" offered another example of the organizational culture's belief in a personal God. It taught that God communicates directly through Biblical scripture, prophetic utterances, and inspired exhortations. Some of these inputs that the Role Incumbent considered significant came as prophecies. Others came as inspired statements occurring during ministry. Others represented exhortations from people, some of whom knew the Role Incumbent and others of whom did not.



Hawaii or to serve [the founder]. None had contact with each other" (DB--96/04/04). With confidence then, the Role Incumbent and his wife moved to Kona in 1983.

Then in 1988-89, the Role Incumbent was in a meeting in Kona where a minister who did not know him prophesied over him. This man said, "I don't know who you are, but God's telling me that you have a significant role in this place. You've got significance in this place.' Are you a leader?"

The Role Incumbent said, "He defined who I was as Chancellor without giving it the name. There were a bunch of those situations. It was a strong enough affirmation that was totally independent, not just human affirmation. It is a real marker in the track. Internally I started shifting to say, 'I do have something to do here,' but I wasn't relating that consciously to who I am. It validated that I could do something more. I became more active, took on more responsibility" (DB--96/04/04).

#### 4.1.2.4 Self-Definition

A final set of influences on the Role Incumbent's role came from his understanding of identity. His Christian faith shaped this understanding. For him, God created that core identity of who he was. He understood that his sinful nature had subverted it. Further, he believed in faith that Jesus redeemed him through his life, death, and resurrection.<sup>4</sup> Given this view, his attraction to a Christian organization made sense. Its vision, "To Know God and Make Him Known," gave focus to these beliefs. And its emphasis on character development gave outlet to an internal desire for wholeness.<sup>5</sup> For the Role Incumbent, his relationship with Jesus held higher priority than even successful organizational leadership.

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<sup>4</sup> This personal belief highlights a difference between the Role Incumbent's worldview and interactionist role theorists, such as G.H. Mead. He understood the self as social in origin. He wrote, "...the self arises in the process of social experience and activity, that is, develops in the given individual as a result of his relations to that process as a whole and to others within that process" (1934, p.15). I have adopted this orientation as *the social self*. Mead and subsequent symbolic interactists have much of value to say when considered in the social context. However, in the larger Christian worldview, they chose to leave out the *eternal self* as not relevant to their interests. For the Role Incumbent the *eternal self* was foundationally relevant.

<sup>5</sup> The Role Incumbent felt he had a mandate to grow in character. He considered it Biblical, organizational, and personal. Biblically, it came out of numerous scripture passages encouraging it (E.g., Rom.12:2). Organizationally, the university committed itself to being a multiplier for missions. Foundationally it believed in educating for character as seen in 2 Pet.1:5-8. Personally, he recognized his own shortcomings and had committed to his character development for himself and as a way to honor God. All three of these intertwined in one mandate. He understood it in his call to be Chancellor. He understood it required modelling character in that role. And he understood it to challenge himself personally.

That relationship required character formation to continue within his role.

#### 4.1.2.5 Conclusion

These parameters, or four sets of determinants, shaped the Role Incumbent. They helped form perceptions of himself and his role even while he did not necessarily employ them for that purpose consciously. They contributed to his *managerial agenda* item from the personal perspective, *to become more fully who I am*.<sup>6</sup> The strength of each of them supported the Role Incumbent in his role. He had the sociological advantages of class and education growing up. He had the personality gift of inspiration, ease of expression, and influence. He had the external confirmation that he was chosen, not just as a child of God, but specifically for his role. And finally, he had a worldview equipping him to grow in character as well as performance.

Somewhat in contrast, was a personal tension. The Role Incumbent acknowledged his sense of personal inadequacy to do the work he was called to (and in fact believed God had chosen him for). It was much like the Biblical parallel when God chose David, the shepherd, to be become king and lead His people. God chose a boy with a heart after Him who did not appear on the outside to be as capable as his brothers. Yet, he was called to lead. The Role Incumbent's reluctance might have caused him to avoid this role. However, his commitment and the strength around him helped him say the course.<sup>7</sup>

The Role Incumbent operated within the boundaries established by these parameters. They help explain the Role Incumbent's mind-set, and how it influenced his thinking and action. They framed his internal processing. They supported his sense of self in the role he played. As such, they give context for answering key research questions. How does the *person* impact the role? How do changes within the person impact the evolution of the role? How

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<sup>6</sup> The definition used for managerial agenda comes from Hales (1986, p.96). He describes it as a set of self-defined "mental representations which form a unit of work, together with an indication of their priority." Fondas (1987) introduced the concept of managerial agenda items. They are those specific aspects of the agenda, which in this study are categorized according to personal, interpersonal, and organizational perspectives.

<sup>7</sup> For example, he made very difficult decisions regarding integration of two outlying campuses, Kings Mansion and Makapala. He had grown to the place where he could say, "The Lord is calling us to integrity. When you get to the place that is most uncomfortable then you see Jesus. It is not comfortable to be leading in the midst of this. I don't have fear in my heart about leading that I used to have. God has set a sense of internal approval, and I don't feel I have to be somebody I wasn't meant to be. This feels exactly how I felt when I first came in 1983. God said, 'I want to do something different with you.' I was very uncomfortable in that move [to Kona] for a few years" (C--96/02/21).

does the Role Incumbent's *focus* on personal character development shape himself *and* his Role Set Members? This chapter addresses these and related questions as it shows how the Role Incumbent pursued becoming *more fully who I am*.

## 4.2 To Become More Fully Who I Am: A Managerial Agenda Item from a Personal Perspective

Not all chief executives interest themselves in personal development as a function of their role. However, Drucker (1990) wrote that the bottom-line of the non-profit sector is "a changed life." The Role Incumbent committed himself to model this principle of pursuing a changed life. He applied the principle to himself and to his leadership of the organization. He believed the authority to lead came from living the principles taught. And, his commitment formed around his personal, managerial agenda item, *to become more fully who I am*.

This chapter develops this managerial agenda item. It shows how the Role Incumbent enacted expectations consistent with it. Specifically, the chapter details the Expectation Enactment Program, *Pursuing Personal Wholeness*.<sup>8</sup> It then offers specific examples through analysis of two role episodes. The next two sections focus on managerial tasks and activities. They relate to the Role Incumbent's agenda item, *to become more fully who I am*. They also provide understanding of the program, *Pursuing Personal Wholeness*. The two role episodes that follow then illustrate how the Role Incumbent's focus moved him toward success in this area.

### 4.2.1 Tasks

To fulfill the managerial agenda item, *becoming more fully who he am*, the Role Incumbent had three tasks. Firstly he had to *deal with core beliefs*. These related to fear of rejection, being alone, shame, and needing approval. Secondly, he needed to *build his confidence* in himself and his own leadership. He needed to stand more firmly on his own. Thirdly, he also had to *learn emotional skills* for understanding himself and others. He needed to learn how to by-pass emotional barriers. And he needed to apply the learning to

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<sup>8</sup> The Expectation Enactment Program is an internal processing mechanism that orients the Role Incumbent's perception, processes input, and generates behavioral output to enact expectations.

himself and others.

Success would have multiple ramifications in relationships with the founder, colleagues and staff, and his family. Most significantly for him, success would mean *individuating* in relation to the founder and the organization. He would develop a father-father relationship with the founder in addition to his father-son relationship. It would free him to express his own ideas readily. It would also avoid the pain of imagined invalidation at the hands of the founder and others.

No guarantee existed that this would happen. If it didn't, he would then have had to accept the consequences. These would have included growing in maturity in leadership in the midst of a perceived, invalidating relationship. However, the next section shows how he successfully pursued this agenda item.

#### 4.2.2 Activities

*To become more fully who I am* gained momentum as the Role Incumbent grew in confidence. He sought out one on one consultations with individuals skilled in identifying and resolving personal issues. He significantly oriented the Chancellor's Team to address personal issues affecting executive actions. He attended retreat type ministries specifically focused on resolving such issues. He worked closely with his wife on their relationship and his approach to work, the organization, and the founder. He shared his own journey with the university staff quite openly. He also used his own discoveries to mentor, teach and encourage others at all levels. The following tasks and associated show specific examples of character formation, particularly his individuation.

##### 4.2.2.1 Dealing with Core Beliefs

On this journey, he met emotional pain. He had lived with it, but previously failed in making it conscious. Breakthrough revelation of this pain came through a two part sequence of events. The first occurred at an International Leadership Team meeting in mid-1993.<sup>9</sup>

YWAM as an organization had always valued "openness and brokenness." This process

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<sup>9</sup> The International Leadership Team (ILT) brought oversight to the growth and development of the University of the Nations internationally. It included international leaders such as the President, Provost, international deans, centre leaders, and key support staff.

functioned as a mechanism for character development and was a central practice in both the parent organization and the U of N-Kona. The Role Incumbent experienced a new dimension of this. It marked him, and others with whom he had grown up in leadership. He spoke about this experience.

The ILT [International Leadership Team] meeting at [the founder's] in May 1993, was the first one we all remembered and enjoyed. It is because we didn't just stick to the agenda. In other words, we weren't together at our root, to just perform our agenda. There was an honest addressing of painful things in our lives, and there was a way to address our performance in leadership roles. I do think in the Spirit, that meeting opened the door for what we started walking through corporately in Kona.<sup>10</sup> (Int/DB2--97/10/23)

Almost immediately, the Role Incumbent faced a significant personnel crisis. An international leader related to the campus confessed a major sin. The Role Incumbent's success in processing the other leader's restoration became a model for him personally and in future situations. He commented on the first meeting with this leader.

It was significant that we addressed the issue of touching pain. With [this leader] I touched his pain and identified with it. One thing I knew. "I can't run away and hide this." I'd been sitting with him for an hour talking about touching pain from our time in the ILT [International Leadership Team]. I was sharing what we had experienced in the Chancellor's Team, the ILT [International Leadership Team], and on the campus. He then laid the whole thing out" (PC--96/06/24).

In subsequent open meetings with the entire staff, the Role Incumbent commented, "It is around pain that we grow, embracing things we don't want to touch, issues of insecurity in our lives. God wants us to embrace not just identity, but new authority. I have had to confront the

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<sup>10</sup> It also created the supportive, group leadership context to validate the reality of emotional pain, discuss it, and deal with it. As Swann's (1987) research noted, having such a social context of support provides one of the two most important features required for change. Personal openness is the other.

issue. I had to stand up inside and embrace responsibility and authority outside of my comfort zones" (CF--94/03/08).

The Role Incumbent saw this "standing up" in his own relationship with the founder and his desire to create a successful model of leadership and ministry. As he said, "At least for our generation, I want to create a model that doesn't create failure. For me that means I have to aggressively work at maintaining relationship with [the founder] *and* the new generation, spend enough time alone with the Lord to find my own identity, and invest into the future" (CT--94/03/15). While the Role Incumbent knew what to do, doing it took more time than he originally thought.

The process of his own revelation in these issues continued. While in Europe, he took time by himself. He pondered character issues in his own life. He reflected on how they affected the campus. He later shared them with the entire campus staff. He said,

It doesn't feel good to look at unhealthy patterns in our lives, entanglements. God is discipling me inside--the first message He gave me while I was away was, "You're not alone." I knew this related to the belief that I had to have all the answers myself which led to me isolating myself (CF--94/11/08).

The second issue related to accountability.

I've started seeing areas of my life, from how much I travel to parts of my thought life that nobody talks to. That's not healthy. The message of accountability is that somebody cares (CF--94/11/08).

He saw abandonment as the third issue. He commented, "Every single leader I met with on this recent trip to Europe brought up issues of abandonment" (CF--94/11/08). He recognized his own fear of rejection when it dealt with speaking truth. He said,

I've experienced being abandoned, not that it was consciously done. Out of that I looked at myself, where it deals with confrontation--saying something that you could be rejected over. Instead of saying something, I abandon them by not speaking (CF--94/11/08).

Three years later, the Role Incumbent demonstrated the importance of pursuing personal issues as they affected organizational performance. He acknowledged how significant parts of these patterns had been adjusted. Still the patterns remained. He became particularly aware of one associated with the belief that "I am alone."

We were at staff meeting. I brought up about outsourcing, particularly with regard to financial services. To a pretty significant degree, though not completely, we processed them in the context of the Kona Leadership Team. I totally missed the piece upfront with the staff. I missed it. The root of that, is that among the staff I still see myself as alone. I thought, "You can't relate to everything," and so internally you back off. You run over this message in your mind, "I don't have the time to walk through the detail with them." Then you start thinking, you're the only one that can define this, no time to walk this through. I did it totally verbally, inappropriately. We did it in the last third of the staff meeting which made a statement of its value. Obviously, it caught a lot of reaction. We weren't prepared for bringing appropriate, honoring communication. God is trying to change this piece in me. The root piece is "I am alone." In some ways I have a hard time saying that because I feel so antithetically different now than I did a couple of years ago. I don't feel as alone, but that is an expression there. If I truly believed I was not alone, I would hear in advance how this needs to be processed in a way that is appropriate and honoring to others. It's been painful, but we don't grow without embracing the pain (Int/DB3--97/11/06)

So, this and other personal patterns hadn't been changed totally. However, his awareness of them and willingness to deal upfront with them continued to grow. It signaled his maturing as a leader.

He consistently demonstrated a willingness to allow the painful issues of his life to be surfaced and dealt with. He tended to avoid conflict. He recognized the avoidance coming from his fear of touching his own pain. His diplomatic skills supported this avoidance. However, in this period, he decided to forego the self-protection of those diplomatic skills in

measure. He allowed himself to be real to others *and* to seek reality for himself and others.

One of the organizational benefits of this particular process was the powerful impact it had on staff at all levels. One staff person reported on it.

I saw a leader actually willing, looking for change. It was during the situation with [the international leader previously mentioned]. I heard from [the Role Incumbent], "Are you willing to listen to the pain in my life?" I felt that was really encouraging. That gave me a hook to really believe there were changes to come. It was saying, "I'm willing to go to the real issues, to what it takes to make a change in my life, and I'll go for whatever it'll cost me." The evidence was seeing [this international leader] in freedom. And he was recovered. It was made in a godly way with fear and trembling" (Int/KK-98/09/01).

The Role Incumbent demonstrated his growing self-understanding. And, he received a great deal of external support. However, the confidence to lead from his role had to come from inside first. Therefore, he engaged in *building his confidence*. Here he quickly applied his learning to his working situation as shown in the following section.

#### 4.2.2.2 *Building Confidence*

All of these issues related to his own growth. He acknowledged himself as a "reluctant leader." He grew to be a leader at peace with himself. He experienced emotional pain like he had never known in leading the integration of the Kings Mansion and Makapala campuses. And, he put these insights to the test. Between October 1995 when that integration began and June 1998, he worked out that pain. He anticipated this personal process at the beginning of the integration period.

It is at a shame level. When I get down to the core of who I am, the question is, "Is what I have to bring forth shameful or not? Can it be discredited? Does it match or not, a part of [the founder's] vision? It is who I am. I know God's uncovering this [shame]. I know God said to me, "You are not shameful." Like the question with [the founder], "Can I bring something before [him] and know it is not shameful?" Finally it doesn't matter



what he says. I don't feel alone or abandoned. I am not running away from that decision on the inside (CT--95/10/23).

Later on, he added, "There is clearly the joy over greater coherence between being and doing, and the joy of leading. That's the role, and the joy with that. Carrying that in the context of on-going greater humility, it is an expression of what we [in the Chancellor's Team] have been doing" (CT--95/12/11).

As another significant differentiator in the individuation process, the Role Incumbent drew the Chancellor's Team (CT) to a conclusion. He didn't do it formally. Yet, he communicated clearly that the CT had served its purpose for its season. More importantly, and implicitly, he communicated he had integrated the "revelational infra-structure"<sup>11</sup> of the CT model. He had learned that lesson and stood ready for new ones.

I don't think the answer is the three of us being together more. I believe we are at a place on the campus where God wants to multiply the model, not by watching us do it. As there is a heart desire to say "yes" to the truth, there will be a mirroring of the model and people will walk into that. People will say, "Ahh!" (CT--96/04/04).

Included in this awareness, he recognized his growth as a leader and "father" of the campus. "I'm in a learning process of being inclusive--from my wife to processing things on campus. Included in that is the personal validation of my identity, that I am the leader, and at this point in time, I am the father [of the campus, now]" (CT--96/04/04).

It was important for the Role Incumbent to *build confidence*. He needed to discover how he fit in the larger scheme of things. He needed to deal effectively with his own issues so he could lead the university. He had come through the denial phase where fear numbed any pain. He had learned to use his emotional resourcefulness to move the university forward.

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<sup>11</sup> "Revelational infra-structure" was a term used in the Chancellor's Team to depict a deep understanding of God's intentions and ways of leading and guiding.

I know there has been a fear historically and need for approval. So looking to certain significant people created a symbiotic need for approval. I think that pattern has been in my life and the last five years has been a process of intentionally addressing it. I've been meeting regularly with [a key, young ministry leader associated with the university]. I am walking through a piece of dealing with [his ministry's] debt quickly. He basically brought up, "How do you deal with this kind of pain...looking to the past, not just shelving it and saying it is someone else's." Will he embrace the pain associated with carrying that kind of debt right now, not try to hide it and look for a quick fix answer? (Int/DB3--97/11/06).

The Role Incumbent grew in authority by dealing with this kind of pain in himself. Out of this authority, he challenged this young leader, and helped him walk through his pain.

He further recognized that his leadership made a difference and would continue to. As he concluded, "The difference here in the last five years has been the embracing of clearer sense of who I am in God. I am who I am. That will have a formative influence. I'm not just here for a few days waiting for the next leader. *I will leave my mark* " (Int/DB3--97/11/06). That is confidence built on authority. He had personally walked the walk. It provided the certainty that makes the difference.<sup>12</sup> His skills learned in the process contributed to that confidence as well. The next section turns to those skills. It highlights the activities associated with *learning emotional skills to become more of who he was*.

#### 4.2.2.3 *Learning Emotional Skills*

Reflecting at the end of the research, the Role Incumbent described a primary skill he learned in his personal development. It involved *a personal tracking process* to get to root emotional issues. He described it.

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<sup>12</sup> Weick (1983) calls this a "presumption of order." A person operates on a particular presumption, e.g., the Role Incumbent's certainty. He shapes his action by it. This action then tends to produce results consistent with the presumption which underlies it. Then, these results act as external evidence to validate the original presumption.

I first recognize the pain...filtering through a belief system with the messages (whether about performance, approval, shame or whatever), the feelings attached, and the inappropriate behavior. [Even recently] I went through the process. I came much quicker to seeing the element of "I am alone" at a feeling and gut level and could go to the source and say, "What's the root?"

Three to five years ago, my response to that kind of attack would have been, "Gosh, I'm a failure. Pick me up off the floor. Look for someone else to do the job." I wouldn't leave. I'd just be incapacitated, try to be a nice guy, and be crippled. The pieces of revelation over the last few years have left me in a place where some of the feeling stuff was there. On the weekend, I was thinking, "Maybe I'm not the right person."

I used this model and went backwards, and identified the thoughts. They were, "I'm not good enough, I am alone, I'm not acceptable. I haven't performed good enough, I'm not approved by certain people, I am ashamed." I know those lies are not rooted in me like the past. There's not the same fruit. That model I learned sitting with the Chancellor's Team. In some ways, I do not wish those times on anybody. But, the results of that [i.e., those times] distilled in me, and the campus now functions differently because of it" (Int/DB4--97/11/06).

He also faced the issue of abdicating his leadership. A difficult conflict in one of the departments threatened a whole arena of ministry on the campus. He identified abdication and control as the underlying issues in that conflict. He had dealt with some of his core beliefs. He could use a second skill, *identification*, as a basis for intervention. He applied his principle of "What's in the head will be in the body." He looked at his life. He recognized his own abdication in the face of controlling people. He recognized issues of being alone, abandonment, and accountability. Based on dealing with those issues sufficiently, he confronted the departmental leaders he had been avoiding for months. In this confrontation, he shared his own process.

I have honestly sought God individually to look at issues in my own life...in that process I have humbled myself to you over two major issues in my own life, not only in this

relationship but also others. These were not giving clear guidelines, and second, not being willing to do the speaking of truth in love early on, over small issues (CT--94/09/30).

After humbling himself through identification , he presented a challenge to these leaders. They accepted it, and as a result changed their ways. Further reflection captured the sense of his learning.

Catholics have confession down. YWAMers have openness and brokenness down. I thought that was the goal, but it is not. Training and formation to be like Jesus is. Our pattern, personally and corporately, is to seek God, humble ourselves, and walk on by God's grace and then we hit traps again. A lot of these things started growing out of our own relationship [in the Chancellor's Team], how I was walking, how overall leadership was walking, abdication of things, my relationship with [the founder], the International Leadership Team. The question for me is, "When we finish reaching the world, who are we?" (CT--94/10/03).

A third skill came out of this previous one, *generalizing to new contexts*. He used his learning to facilitate reconciliation with another YWAM leader. This man had been alienated from senior leadership in the organization. When he got into trouble, he could not trust anyone. The Role Incumbent identified with the situation to provide a bridge to trust. The leader described his experiences.

Part of the struggle I've had was that I never did trust. I tended to be a very emotional person, and I didn't see anything coming back [from other leaders]. It was painful to not have anyone identify on that level. I never thought that they couldn't, it was like they wouldn't. Out of the leaders I had seen in Kona, I'd never seen a leader broken.

I didn't trust them. If I had trusted them, I might have shared my condition. On one occasion, I was able to air out frustrations in the past I had felt with leadership. [The Role Incumbent] asked, "Is there anything you want to say, whatever is on your heart?" I

started sharing. They were areas of struggle, it doesn't make what I did right. It was not a justification.

In the course of the conversation, he said, "Stop." He waited on the Lord, and then he just broke [emotionally into tears]. He asked my forgiveness for [the fact I'd never seen a leader broken]. It was very, very real. That put me over the top as far as relating to guys in leadership. Something inside of me changed (Int/19--98/02/16).

Significantly, these skills the Role Incumbent learned and used with others contributed to his own individuation process with the founder. Once he himself broke through the pain he'd experienced in not having a voice, he knew how to *give others a voice*.

The following example occurred after his reconnecting with the founder in June 1998. The Role Incumbent invited an international leader to be involved in ministry development in Kona. This man resisted due to previous experiences he'd had with other leaders. The Role Incumbent set up a meeting with the founder, and a third leader, to whom this man needed to get reconciled. The Role Incumbent reported that...

We have just processed more historic relational issues built, at least for me, on the basis of what has developed between [the founder] and me over the last few months. [This man] rose to the vision but struggled with imagining stepping back into relationship with [the founder and the third leader]. It highlighted quickly abandonment issues he could identify internally and in relationship to both men. With [his] agreement I committed to facilitating / walking this through with him and them. When we did, each one understood the context in advance and was prepared. After I contextualized the issue, [this man] very simply laid his heart out on the table. He was very focused and honest about feelings and perceived messages he has carried for years. Both [the founder and the third leader] listened, heard him, validated the reality of the experiences and perceptions, shared their own hearts, humbled themselves and verbalized personal commitments. The fruit is already visible, in the individuals involved, their relationships and commitments into the future. (Em/DB--98/08/18).

The Role Incumbent saw this as more evidence that the “final step in passing of the baton” from the founder to him had occurred. He could see the “new chapter in [his] own person and leadership” emerging.

#### 4.2.3 Conclusion

In conclusion, the Role Incumbent successfully confronted himself and worked *to become more fully who he was*. He willingly looked at and defined his strengths and weaknesses. He resolved internal conflicts that produced fuzzy communication. He integrated new dimensions of himself to produce increased congruence in his behavior. And, he developed new confidence and increased authority. This individuating and role task work that he did was accompanied by external successes, both relational and organizational. Maybe most importantly for the Role Incumbent, he could say “God has set a sense of internal approval, and I don’t feel I have to be somebody I wasn’t meant to be. I can be wholly who I am” (C--96/02/21). That simple statement represented major growth.

These tasks and activities reveal the general impact of the Role Incumbent’s expectation enactment processes. The next sections, however, bring more specificity to how he used expectation enactment. The section develops his Expectation Enactment Program, *Pursuing Personal Wholeness*. And then, two role episodes give examples not only of the program, but also of the evolution of the Role Incumbent and his role.

### 4.3 The Pursuing Personal Wholeness Expectation Enactment Program: A Structural Analysis

#### 4.3.1 Introduction

Every chief executive has to consider the integration of personal life and job function (Barry *et al.*, 1997). However, the research literature has shown less interest in this integration than the more recent popular literature (e.g., Covey, 1989; Jenson, 1998). At a certain stage in every chief executive’s career, this issue of integration can become a managerial agenda item (Fondas, 1987). This structural analysis shows the stage of this Role Incumbent’s tenure in which he had to wrestle with these issues of integration. To continue in the role successfully, he *had* to address certain key emotional issues. This Expectation Enactment Program helped him to do that.

#### 4.3.2 The Expectation Enactment Program: Pursuing Personal Wholeness

Systematically, the Role Incumbent emphasized the importance of an integrated personal identity. He believed individuals should fully be who God created them to be. He understood personal growth and development to be developing the character of Jesus.<sup>13</sup> He continually strived for it in his mentoring, modeling, and developing of leadership. However, in this period of this leadership, this personal growth and development received a special focus. He needed to grow to fulfill his role.

The Role Incumbent used this program as a key internal, thinking and processing structure. He applied it to character growth for himself. This section first develops the Expectation Enactment Program. Then the first role episode reveals the Role Incumbent's self-perception and confidence. It gives particular reference to the founder, a major player in the Role Incumbent's psychological *and* organizational role set.<sup>14</sup> The second role episode reveals evidence of the Role Incumbent's progress in developing his own self-perception and confidence. It also shows development of his relationship with the founder. Before moving to that, however, this section details the Expectation Enactment Program, *Pursuing Personal Wholeness*.

##### 4.3.2.1 Situation and Trigger

1. Context: Life provided the context. Everyday life experience offered opportunities for using this program. Deciding to use it was the key to the success of this program. He mapped out the big areas to use it in. Then he increased the number of distinctions he could make in each.
2. Trigger: An occasion, event, or interaction triggered recognition of inconsistent feelings and/or behavior. The program enabled him to adjust himself and his responses.

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<sup>13</sup> A scriptural reference includes, "...whenever anyone turns to the Lord, the veil is taken away. Now the Lord is the Spirit, and where the Spirit of the Lord is, there is freedom. And we, who with unveiled faces all reflect the Lord's glory, are being *transformed into his likeness* with ever-increasing glory, which comes from the Lord, who is the Spirit" (2 Cor.3:16-18, NIV).

<sup>14</sup> The distinction represents a distinction between the Role Incumbent's role set as internally represented...and his role set with its external interactions and demands from the Role Set Member.

#### 4.3.2.2 Sequence

1. Acknowledge and own specific issues limiting him in the full expression of his identity.
2. Get targeted input at as many levels as possible--spiritual, interpersonal, and personal.
3. Integrate the input personally.
4. Test out the integration in everyday life.
5. Modify, deepen, and affirm the changes made.

#### 4.3.2.3 Results

1. Aligning self and role. The Role Incumbent used this program previous to assuming this role. However, it took on a new significance due to the overwhelming requirements of the role. The RI increased the energy he invested in personal growth and development as he recognized his need. Greater alignment led to more effective leadership for him.
2. Receiving personal validation and organizational blessing. The Role Incumbent strongly desired to receive validation for who he was. It didn't happen quickly or easily, but it happened. Most significantly, he appropriated it for himself, rather than simply relying on external sources. Organizational blessing came as a by-product. The founder gave it. Staff members' trust grew it. Senior leadership's contributions to the whole increased it. And, international leadership's approval solidified.

#### 4.3.2.4 Effects on the Role

1. Expectations enacted

The two role episodes which follow will illustrate two sides of this program. One side was more passive. The Role Incumbent did *not say no* to assistance. On the other side he more actively pursued an outcome. In both, he communicated the implicit expectation, "Accept me as I am." The program itself presupposed new dimensions of identity for the Role Incumbent.

Secondly, it presupposed that the Role Incumbent opened himself to influence.

This occurred most often through provocation.<sup>15</sup>

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<sup>15</sup> The Role Incumbent often spoke of provocations. For example, "Each of us process in a different way. One of the things I learn is at what stage do I ask questions. I don't flesh these intuitive things out until I am provoked. That's one of the reasons I have to function in a team" (CT--93/10/03).



Thirdly, the program carried a commitment to communicate the results of the Role Incumbent's growth. His sense of personal security determined timing on this communication.

## 2. Shaping of Role Set Members' behavior as a result

This program operated in a social context. It invited influencing initiatives, energized action by the Role Set Members, and valued input.<sup>16</sup> The Role Incumbent's positive support of those initiatives reinforced Role Set Members' contribution to his development.

## 3. Evolution of the role

This program constantly created new situations for the Role Incumbent to respond to, something he valued. It established a depth of personal and working relationship that empowered people working with him. It also maintained the centrality of his power and authority. In this he grew even as he delegated more. It interactively built structure into his own thinking and thereby into the organization. It moved his role relationships into greater alignment. And ultimately it meant that he grew in freedom to express himself. That gave space to others to do the same in a constructive and focused way.

### 4.4 The First Role Episode

#### 4.4.1 Introduction

The Role Incumbent's managerial agenda item, *to become more fully who I am*, highlights the Role Incumbent's processual perspective on life. This first role episode illustrates the Role Incumbent early on in his tenure. It particularly focuses his relationship with the founder. The second role episode illustrates the evolution of that relationship. It represents how the Role Incumbent pursued and in part fulfilled this agenda item. It

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<sup>16</sup> A characteristic kind of support the Role Incumbent systematically elicited from key leaders reporting to him came from the Director of Human Resources and Personnel. He said, "My goal is to see him free to do exactly what God's called him to do--excited, happy, joyous, and just be able to do that" (Int/EM2--97/10/30).

highlights the increased confidence, strength, and willingness to confront difficult situations.

#### 4.4.2 *The Role Episode Described*

This role episode references the public transfer of authority as Chancellor. It occurred just prior to that transfer. It reveals the reluctance with which the Role Incumbent pursued this public affirmation. Later, he also said it revealed personal issues inhibiting him from fully embracing his role.

The specific situation occurred on the final evening of the annual staff conference in May, 1992. The staff was preparing the banquet. The Chancellor and a close associate spoke together about the prospects of this public transfer of authority.<sup>17</sup> They recalled that in March, the Role Incumbent and the associate had met with the founder about this transfer. Both in March and at a subsequent meeting, the Role Incumbent and founder agreed it would take place. However, at that moment prior to the banquet, the transfer appeared doubtful.

The associate asked, "What do you think [the founder's] intentions are about praying over and releasing you publicly in your role?"

The Chancellor answered, "I don't know, he hasn't spoken to me about it."

"If he doesn't do it now, I don't know when it'll be done. He travels so much. It still seems to me this is the perfect time to do it. All the staff are here. It is a celebration time. It is an appropriate context for this kind of public affirmation."

The Chancellor continued, "That's true, but I'm not sure that he recognizes what we were trying to say. I don't think he realizes that I haven't received what he thinks he's passed on to me. In reality, I still don't have the baton."

"It seems to me that you've got to go check with him that he's planning to do it tonight."

"I can't do that."

"Why not?"

"If he wants to do it, he'll do it. Otherwise, I don't feel it is my place to pursue him."

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<sup>17</sup> This associate was also the author of this thesis.

"Can I talk to him then?

"If you want to that would be fine, but I can't do it myself." [DB--92/05/28]

On that basis the Chancellor's associate approached the founder just before dinner started. It became apparent to him that the founder was not clear on taking this public step. However, he remained open as he had been in the March meeting. After discussion, the founder agreed as to how he might do it and that he would do it.

The public affirmation and transfer of authority did occur at that banquet. On the following morning, the Chancellor spoke to his office staff. He said, "I feel like a seventeen year old who's just gotten his first car. I am thrilled." And, he acted that way as well.

#### 4.4.3 Role Episode Analysis: Role Episode One

##### 4.4.3.1 Introduction

This role episode shows one dimension of the Role Incumbent's desire *to become more fully who I am*. It focuses on the developmental issue of *individuation*. In this process, an individual matures. He separates psychologically from parents and parent figures in order to become his own person. Within a western, individualized culture, this process accompanies normal psycho-social, developmental transitions.

At the same time, the Role Incumbent engages in role task work . It links his self-assessment with an assessment of organizational requirements.<sup>18</sup> In this instance, the role episode highlights the developmental conflict. The second role episode highlights the developmental resolution. And yet, both role episodes contain the same structure of the program, *Pursuing Personal Wholeness*.

These two role episodes illustrate a number of personal issues the Role Incumbent pursued. His direct interactions with the founder tested him. They gave him a basis for evaluating his personal growth, his role task work, and individuation. They also illustrate the types of

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<sup>18</sup> Hodgson et al. (1965) define the role-tasks as "problematic issues with which every executive must deal in seeking to make productive use of himself and his organizational position" (p.xi). In the following episode, the problematic role task focuses the deep, inner work of resolving parental authority conflicts successfully. The result allows one to accept authority figures as equals at one level while continuing to honor them in their positions of authority.

results he created personally and in relationship over time.

#### 4.4.3.2 *Situation and Trigger*

The Role Incumbent met the founder in 1969. From that time on, he and his wife had a close relationship with the founder and his wife. The founder became a spiritual father to him. He released the Role Incumbent into national and international ministry. He invited him to re-locate from Germany to Hawaii in 1983 to help develop the university. As such the Role Incumbent felt deep bonds of loyalty to the founder. And the founder reciprocated them.

At the same time, the Role Incumbent wanted to express more of who he knew himself to be. This tension pervaded the entire research period. During this time, the Role Incumbent's relationship with the founder moved him forward personally and in his role.

Agreement over a public transfer of authority provided the immediate setting. The closing window of time for the transfer to happen during the staff conference triggered this role episode.

#### 4.4.3.3 *Sequence*

<b>RI: Waiting for founder to decide on action</b>	<b>RSM: Asking about plans for transfer of authority</b>
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The Role Incumbent evidenced the tension between loyalty and personal expression. He inwardly felt reluctant. He felt the founder should make the decision and come forth with it. He remained aware of the cultural norm that valued taking responsibility, but not reaching for authority. This act, encouraged by the associate, trod very close to that line between the two.

<b>RI: Doesn't know and hasn't asked</b>	<b>RSM: Suggests importance of the timing. Asks if the RI will talk with the founder</b>
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The Role Incumbent waited. He would have accepted the transfer *not* happening. In some ways it would have made it easier for him. The Role Set Member looked at it from an organizational point of view. He felt the university needed the Role Incumbent functioning with his full resources of authority. A leadership gap existed due to the founder's

international responsibilities and the Role Incumbent's own perception of his role.

**RI:** Says he can't, not his place

**RSM:** Asks if he can take the initiative

The Role Incumbent's "I can't" represented a measure of cultural wisdom. At the same time, the Role Set Member perceived it as based on a fear of unknowable consequences. This inhibition illustrates Weick's (1979) concept of the "avoided test." Here failure to act produces limitations rather than a failure while acting.

**RI:** Agrees it would be ok.

**RSM:** Talks with the founder who agrees.

The Role Incumbent clearly communicated he would "not say no" to the Role Set Member's initiative. This communication demonstrates the passive form of the Expectation Enactment Program being used. The Role Incumbent moved toward full authority in his role by allowing it to happen for him, not pushing for it to happen.

#### *4.4.3.4 Results and Conclusion*

The founder, his wife, and the international provost did pray over and release the Role Incumbent and his wife. They publicly gave him a new measure of authority in his role. The Role Incumbent experienced a new found freedom in his role. For the Role Set Member involved, as for many other staff people, it represented a major step forward. They felt the university now had hands-on leadership. However, for the founder it marked a difficult transition. He commented about this event...

By this time in 1992 he [i.e., the Role Incumbent] was calling all the shots in terms of the functions. My role, and I think that is just a role that has to naturally follow in the founder, is to continue making sure the values are maintained. I'm still the admiral of the fleet though he's the captain of the ship. In retrospect, I almost feel like it is like a son and a father thing. He took it to give him a freedom that he didn't have before. There was a part to it in which there was a sub-conscious or conscious cut-off as well. I don't know what all that meant to him. I kept trying to say "I'm still the admiral, and you're the captain." Kona can't be as free from the oversight of the international as say

Trinidad can be because it represents so much to the mission in terms of a flagship. I think the main weakness that came into play in that relationship was that I got no communication. For example, from 1992 [until spring 1998], he had only invited me twice to ever speak [at Kona].

This role episode established a baseline for the Role Incumbent. He brought and accepted new definition to his role. His two years in the role prior to this time prepared him for the new definition. And, it contained hints of his desire *to become more fully who I am*. However, this event marked a conscious and conscientious interest in pursuing this agenda item. The next section will develop this pursuit.

## 4.5 The Second Role Episode

### 4.5.1 Introduction

This role episode illustrates the *Pursuing Personal Wholeness* program. It shows just how much work can be required to accomplish even one task within a managerial agenda. The Role Incumbent took six years to process this aspect of individuation in relation to the founder. Many interactions, events, conversations, and moments of reflection contributed to the results seen in this episode. The Role Incumbent's work on organizational integration and creating his own team metaphorically capture his personal process. They also contributed to his personal integration in role. Thus, this role episode reveals major accomplishments. The Role Incumbent made a life-cycle transition. The founder experienced disconnection and reconnection at a deeper level with a spiritual son. And, the organization grew as a result.

### 4.5.2 The Role Episode Described

While facing a financial imperative in late 1995, the Leadership Council decided to integrate the vision of the university. This meant consolidating operations. Specifically, it brought two outlying campuses, Kings Mansion and Makapala, to the central Kona campus. This decision, led by the Role Incumbent, had many ramifications. As such, it became a significant event in his tenure. Two of those ramifications come together in this second role episode.

Firstly, that decision and subsequent actions increased the pressure on his relationship with the founder. The founder did not agree with the process, nor the underlying thinking accompanying it. Relationally, this increased the Role Incumbent's isolation from the founder. It forced the founder to wait for appropriate timing to be re-involved. Psychodynamically, for whatever its spiritual and practical implications, the Role Incumbent had to define himself in relationship to the founder. It took over two years for this to be worked out as the Role Incumbent grew in self-confidence.

Secondly, during the following two years, the Role Incumbent developed a vision for use of the facility at King's Mansion. It entailed an integrated ministry to business and government leaders. It involved a collaboration of the university, other institutions, and a number of people. Meetings were held, budgets produced, and plans laid out.

However, a major barrier existed in the relational separation between the Role Incumbent and the founder. It needed addressing on two fronts. On one front, the Role Incumbent needed to reconnect with the founder. In individuation terms, this meant re-establishing the relationship from an integrated position of personal wholeness. On the second front, the Role Incumbent still had role task work to do. He had a vision for Kings Mansion. Yet, he needed to interact with the founder because of the implications of the vision for the university and YWAM internationally. The barrier was directly addressed at a meeting between the two which the Role Incumbent reported on.

[Our time together] was just what the doctor ordered. There was fun, food and relaxation... increasingly open and vulnerable conversation over personal identity, the campus...each of our leadership models, transition issues, what was walked through with his leaving from both sides...Kings Mansion development, Makapala, Gomes property, how we will relate from here on out and him releasing me at a new level. It was confirmed right down to the time of departure. He got a downloaded email from someone who had a dream of me with personal and leadership gifts but in a cave because of carrying a sense of guilt around a death and that [the founder] needed to speak out a release of that. For me that related to the Kings transition. When we had spoken of this back at the hotel I knew a conscious release / freedom from [him] to follow my vision

with his blessing . The email came through within an hour of that conversation. He prayed and spoke it out as we were driving to the airport. Hallelujah !

Related to Kings Mansion, we are at a new place and with his blessing on a new platform -- namely a new and separate legal model that is the basis for a leadership training center focused on government and business. It will function separate from the university as an informal YWAM affiliate, but it will not fly the YWAM/U of N "flag." We will still have some details to work out on working relationships/management model but I know that I have both internally and externally the freedom to create, not just another rendition of the YWAM past or just embracing a business model but something new.

More importantly the relationship with [the founder] is new . Think of it, this is the longest period of uninterrupted time we have spent alone in nearly three decades. It didn't begin to compare with the time in Texas nor did I feel anxious about that. Each time we met both of us just grew closer and more open as revelation came. It was so right for both [our daughter] and [my wife] to be there. [The founder] really connected with [our daughter] and visa versa, and [my wife's] wisdom and appropriate questions both of [the founder] and myself were spot on. I am so grateful for her (DB--98/06/26).<sup>19</sup>

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<sup>19</sup> The Role Incumbent's wife's report of the same time adds several dimensions that are incorporated into the role episode analysis.

Our time with [the founder], it was remarkable. Often difficult but a definite God thing. I don't think I have ever experienced him so open and vulnerable. The three of us plus [our daughter] was perfect. I was often the catalyst for difficult questions and feelings and [our daughter] was the joy and relaxation we needed at the right times.

[The founder] shared how he now understood that he didn't know how to do transitions which he said was obvious by the leadership in the Mission. He is asking God for ways to correct this. He also shared much clearer his thoughts and feelings concerning DTS. He listened well as [the Role Incumbent] clearly shared his vision for Kings and why he felt the structure needed to be separate from U of N and YWAM. [The Role Incumbent] asked what this would mean and is there room for this. This went back and forth looking at the different examples and possibilities. They talked about living in grey areas such as [with other related ministries], etc.

The next day they came to the core issues...[the Role Incumbent] shutting [the founder] out, [the Role Incumbent] trying to find himself separate from [the founder]. They became very open at this stage with a few questions here and there to encourage them. There was a depth of understanding when [the Role Incumbent] shared clearly how he led by influence and relationship etc. [The founder] recognized that even though it was different from his (by teaching) it was valid. They discussed the issue of getting out in front of the people which [the Role Incumbent] received and said was valid. At the end [the founder] said that he felt he could give [the Role Incumbent] his blessing and would like to know how he can do that in a public way to help and rally support for Kings Mansion and the Gomes property.

Right before packing up to take him to the airport, [the founder] received an email - he doesn't know who it is from- possibly from Brazil. Someone had a dream and [the Role Incumbent] was in a cave. He was clothed in all these incredible gifts of leadership, etc., but he was hiding in the cave because he had murdered someone. [The founder] recognized the verbiage that he had used with [the Role Incumbent] regarding Kings- that [the Role Incumbent] had murdered a ministry- and [the founder] said that he wanted to pray a prayer of release and blessing over [the Role Incumbent] and did so. It was such a God thing. [The founder] is looking for input but [the Role Incumbent] can set the boundaries. I believe we have the potential of doing this thing right for the whole of the mission to see" (CB--98/06/26).



### 4.5.3 *Role Episode Analysis: Role Episode Two*

#### 4.5.3.1 *Introduction*

This managerial agenda item occupied much of the Role Incumbent's time in this period. And the Role Incumbent maximized his activities and tasks to move toward fulfilling this agenda item. Three areas are highlighted here.

Firstly, He overcame limiting beliefs. He built self-confidence. He learned emotional skills. In the process he matured as an individual and a chief executive. The following analysis shows the possibilities of leadership succession. It requires leaders, committed to one another and humbling themselves to each other. This particular focus rests on the development of the Role Incumbent. As such, one can see the creativity required in remaining loyal and yet *becoming more fully who he was*. This role episode illustrates the fruit of those efforts.

Secondly, the Role Incumbent did the demanding inner work. He did relational work (conflict resolution, negotiation, vision setting, etc.). And he created organizational stability. In the process, he proved himself to himself and to others. In this episode, he lived out the individuated self that resulted from these years of work.

Finally, by *Pursuing Personal Wholeness*, the Role Incumbent had appropriated the "words of the Lord" he had received through the years regarding his identity. He and others could see his place. They recognized his significance. They watched his call being fulfilled. More importantly, he grew comfortable acting from that identity to influence his Role Set Members and his organization.

#### 4.5.3.2 *Situation and Trigger*

In May, 1998, the Role Incumbent's close associate involved in the first role episode brought a new challenge to him. This associate had spoken with the founder. He heard in the conversation the need for the founder and the Role Incumbent to re-establish communication.<sup>20</sup> His challenge emphasized the significance of the Role Incumbent's relationship with the

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<sup>20</sup> In this conversation, the founder had said, "[The Role Incumbent] really needs to call me in on this [Kings Mansion project]. He keeps saying he will but he doesn't. For his sake, he needs to bring me in on it. He'll be touching major leadership issues quickly, with major leadership people and it will eventually bring a dilemma" (Int/LC--98/03/13).

founder. It also spoke to the need to re-engage him if the Role Incumbent was to be successful. The Role Incumbent took the challenge. Within just a few weeks he arranged a meeting with the founder spanning two days. In a relaxed setting, the Role Incumbent, his wife, and newly adopted four year old daughter met with the founder. They re-affirmed their friendship. They had fun together. And they dealt with the serious business at hand.

The immediate context contained two parts. Firstly, the Role Incumbent carried a major ministry vision for the university. Secondly, because it affected the whole organization, he needed to discuss it with the founder. A recognition of the need to communicate with the founder triggered this role episode.

#### 4.5.3.3 Sequence

**RI: Initiated communication**

**RSM: Arranged schedule to meet**

The Role Incumbent consistently communicated openness...if he was not threatened. Initiating contact with the founder showed just how safe he felt. The founder's response also indicated his eagerness to re-connect. Together they laid a foundation for resolution of key individuation and organizational issues.

**RI: Presented vision for Kings**

**RSM: Discussed**

The Role Incumbent's wife commented that he presented his vision *clearly* (see footnote #19). It also indicated the degree of security he felt. If he had been threatened he would have been fuzzy and confusing. The Role Incumbent's security gave the founder a place to voice his own concerns. Additionally, the founder's acknowledgment of difficulty in making leadership transitions opened the way for even more honest communication.<sup>21</sup>

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<sup>21</sup> In a previous interview with the founder, he mentioned a meeting of the International Leadership Team where this issue had come up. "A young leader from the 'X generation' spoke and said, 'It [transition] was the issue of Elijah and Elisha,' and he gave the points. But then he ended with, 'Elisha. When he was buried, they threw a man into his grave and the man came back alive. The reason was that the anointing was not transferred, transition never happened.'"

"We are at a time between Boomers and Xers, and Xers and millenials. Unless we learn to pass on that anointing...it is the Elisha's pursuing, and Elijah trying to push him away. There needs to be that next generation to come up to Elisha and draw from. You can't lead without respect. You can't pass on anointings without the Elisha saying, 'I won't leave you.' It is a two way thing. I think it is in the next generation having to pull in transferrals. Transferral is the word for the next ten years in YWAM internally. We'll rise or fall on that word. That's not just Kona, but worldwide." (Int/LC--98/03/13).

**RI: Shutting the founder out, personal style      RSM: Leadership by teaching, recognize the differences**

Individuation ideally involves both parent and child, authority figure and individuator. It comes through recognizing differences, affirming strengths, acknowledging weaknesses. It allows each one to be different and yet connected. Both the Role Incumbent and the founder fulfilled their part in this stage of the individuation process.

**RI: Validated own need for changes in leadership style (getting out in front)      RSM: Validated RI and blessed vision for Kings**

A particularly poignant moment occurs when the elder blesses the younger. The Role Incumbent felt he needed the founder's validation and blessing. He got both, not a given in such a leadership transition.

**RI: Ready to take founder to airport      RSM: Received Email, prayer, blessing and release**

The Role Incumbent had already received validation he hoped for. This Email and the founder's response confirmed it. Seen culturally, the prayer, release, and blessing brought with it a spiritual empowering for new service. It paralleled the release and blessing of authority (at a new level) which the founder prayed in 1992 at the staff conference.

**RI: Rejoicing in new relationship, new freedom.**

Individuation requires faith and risk. The Role Incumbent risked in his most vulnerable area, emotions. His faith carried him through. Reflecting on over eight years of prayer, work, and growth in the role, the Role Incumbent felt another level of freedom. It also paralleled his experience of freedom resulting from the release of authority in 1992.

#### **4.5.3.4 Results and Conclusions**

In August, 1998, the founder went to Kona and publicly affirmed the Role Incumbent's direction. In addition, he participated in several leadership meetings. He talked through

tough issues. And he found his place in Kona once again.<sup>22</sup> Additionally, the Role Incumbent felt the “final step in passing of the baton” from the founder to him had occurred. He sensed that a “new chapter in [his] own person and leadership” had begun. Two further visits by the founder within three months confirmed the relational breakthrough for him with the Role Incumbent and the campus.

## 4.6 Conclusions for the Chapter

### 4.6.1 Introduction

This chapter contributes to the larger study of expectation enactment. It highlights the personal development of the Role Incumbent and its effect on him and the role.

Firstly, *Pursuing Personal Wholeness* impacted his role by increasing access. By using this Expectation Enactment Program, he increased his internal safety. Such safety gave his Role Set Members access to him in a less guarded state. It also created bridges from his Role Set Members in Kona to other Role Set Members such as the founder.<sup>23</sup>

Secondly, it caused managerial impact by increasing his own personal strength. As a result, he allowed greater strength in those around him.<sup>24</sup>

Thirdly, it caused an increased security in him as leader. It produced a new level of trust from Role Set Members. They saw he would care for the well-being of the whole.<sup>25</sup>

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<sup>22</sup> One of the members of the Kona Leadership Team who met with the founder during this visit commented, “We had a really good meeting with [the founder] as a Kona Leadership Team and understand his role and ours much better. God is establishing proper relationships with [the founder] once again. We are communicating with such frankness and honesty” (Em/JN--98/08/11).

<sup>23</sup> The Role Incumbent commented on this point several months after this role episode occurred. “Kona is safe for [the founder] now. He knows he’s loved and appreciated. He doesn’t have to make an overstatement. He’s free to come, and he’s wanted. One of the things is that he’s gotten to know “my team” and they’ve had the interaction with him. There’s much more easy and free flow. And, to his credit, he has made significant investment in the non-visionary types. He’s really taken time to listen, dialogue, be honest about things he’s unclear about. The net effect of it is that he has won these guys over. In the process they are being disciplined by his vision and they know that and its ok. They know he’s not the one in charge in Kona, and he’s very, very clear in that” (DB--98/12/11).

<sup>24</sup> Personal changes and associated organizational changes provoked existing programs on campus to take a new look at their roles. The Role Incumbent spoke about one of these. “The university is incomplete in Kona. We have to have viable mechanisms of how it [i.e., the university] takes place in the field. These guys from IMPACT [an on campus ministry] brought their part of the package. [We can see] they help us identify the location in the field and become catalytic for integrating schools in the field. We are able to do the equipping, and they and others connect us to the field” (DB--98/12/11).

<sup>25</sup> The Role Incumbent commented after this role episode on continuing changes in the university. “When the departures of the three Discipleship Training School (DTS) leaders [all for separate reasons] were announced, it provoked the DTS Centre creation, the rise of new leadership, and an opportunity for [my wife] and myself to influence direction like we’ve never been able to before” (DB--98/12/11).

This concluding section looks at the effects of using the *Pursuing Personal Wholeness* program. I compares the two role episodes. It explicates the general expectations created. And it discusses the program's impact on the role and the organization. It finishes with three specific conclusions related to how the Role Incumbent created managerial impact through this personal process.

#### 4.6.2 *Comparing Role Episodes*

These two role episodes offer apt comparisons. In the first one, the Role Incumbent by his own admission feared going too far in pursuing the founder for the public transfer of authority. Internally, he could not ask the founder about status of their agreement. Neither could he ask for it to happen. As a result he excluded himself from the process. He withdrew, reduced his communication, and the process potentially could have stalled. Yet, he did allow another to act for him.

In contrast, the second role episode demonstrates how far the Role Incumbent came during the research period. Though he felt challenged by pursuing the founder on this sensitive subject, he rose to that challenge. Internally he found a frame of reference to approach the founder. He did so confident of a successful outcome. He did not exclude himself or withdraw. Rather he put himself right into the middle of the challenge, willing to engage and be engaged. As a result of these efforts, he opened further communication with the founder. The two of them reconnected their distanced relationship.

To go beyond these central comparisons raises a question of expectations. What expectations did the Role Incumbent create? How did he create them? How do they relate to the tasks within this managerial agenda item? The next section addresses these questions.

#### 4.6.3 *General Expectations Created*

In the time frame of the first role episode, the RI felt inhibited. He created expectations that he *would not* take definitive leadership steps. His wife, also the International Dean of the College of Education, commented on these years.

Before it always seemed that I would have this tremendous frustration and would want

to nag about [his] communicating and being proactive. Then it was like a situation was upon us before action was taken that could have potentially solved some of the complications in the situation. One that stands out to me was the lack of communication with [the founder]. I recognized that for his own safety he created a distance. (Int/CB--98/04/23).

Another close co-worker said it this way, "[The Role Incumbent] was like a hurricane that comes in, stirs up things, then runs out. There are people around him that put things in place while he's stirring them up. He plowed the field and he planted seeds, but he did it very quickly. The dust he stirred up whirled around and covered the seeds but someone else had to water them" (Int/RW2--97/10/28).

His associate involved in the first episode believed the Role Incumbent had not yet assumed full leadership. He felt the Role Incumbent would need to do something to assume it. He commented.

We had a number of conversations about what needed to happen in terms of the transfer of authority. In the moment of that night, I became really concerned. I could see what I thought needed to happen, but there was a good chance it wasn't going to happen. Or if it did, it might not accomplish the needed purpose. So I guess the expectation created in me was that if I didn't do something, then nothing would be done. This may have been inaccurate, but that was how I felt (Int/PA--96/09/08).

Just before the second role episode occurred, the founder commented, "A desire is that he communicate. An expectation is that he is weak in it. So I don't see the communication I'd like" (Int/LC--98/03/13).

The Role Incumbent's attention to this *agenda* item produced a number of significant changes. It changed his self-perception, his actions, and perceptions of others. From the same four Role Set Members, the difference in expectations as a result of the Role Incumbent's own changes give a comparison.

His wife commented, "I see such a marked difference now." She spoke of a Kona staff

member who sent a highly critical Email to him.

Before his pattern would be "It'll all come out in the wash." He would judge it and say, 'That's an immature response. If I don't say anything it won't create further difficulty.' Instead, he pulled out of the Email, areas with validity. He not only addressed them in written form but he sought [this person] out. It was a whole new step. His conversation was not trying to be diplomatic in it. It was, "This is how I see the truth in this matter. You have a choice to make." That amazed me. I had never seen that. And he wasn't unkind (Int/CB--98/04/23).

His co-worker had an opportunity to work with another ministry and she sought his counsel. She recognized his growing willingness to set boundaries.

...in the past he was not as concerned about the daily operation. Now he's shifting and starting to think about the implications. In the past he'd do the typical YWAM thing of "God speaks, take a step of obedience, and God will provide." Now I see a tendency for him to say, "I'm all for it, but there are certain things that have to be in place before you commit." I think it is the tension between encouraging to be creative and wanting long term leadership here in Kona (Int/RW2--97/10/28).

His associate recognized the movement in the Role Incumbent's embracing of the authority of his role.

I remember when he first discovered some core beliefs about being alone in leadership and having to do it all by himself. At that time, he'd take off on a tack and do something by himself without consulting anyone. Now I see he's much more consultative. He has broadened his sphere of people who can say "no" to a project sooner on. He's definitely become more confident in taking decisions. I think how he's reached out to the founder is just one example of it (Int/PA--98/07/16).

The founder responded with validation and blessing in his June 1998 meeting. This validation came spontaneously in contrast to the one in 1992 which came more guardedly. In addition, his trip to Kona in the summer of 1998 and subsequent involvement spoke even more to the community as a whole and to the Role Incumbent himself.

#### 4.6.4 *Impact of the Pursuing Personal Wholeness Program on the Role*

Seen in role terms, how has the personal growth process the Role Incumbent had on his agenda affected his role? Both immediate and long term effects show these effects.

##### 4.6.4.1 *Immediate Effects*

The immediate effects included his impact on *processes* such as team development and decision making. It included impact on *people*, particularly other leaders. And, it included impact on *projects* such as the outward thrust of organizational activity.

Firstly, confronting with his own personal issues gave him greater personal security. He took this into all levels of the organization. As a result, he created greater access to himself as the chief executive. He also generated greater inclusion in the process of making vital, organizational decisions.

Secondly, by dealing directly with his own personal issues, he gained a platform of authority. It allowed him to speak to the personal issues in the lives of other leaders.<sup>26</sup> In all of these situations, the Role Incumbent strengthened organizational relationships as a result of his own personal growth.

Thirdly, in pursuing personal wholeness, he better understood his strengths and weaknesses. He became more confident in allowing others to support his weaknesses. He also allowed them to challenge him to use his strengths. With this greater sense of himself, he more confidently pursued the outward thrust of the university. He reached out to Asia and the Pacific, particularly as it related into China and Korea.

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<sup>26</sup> For some, this involved direct sin which resulted in their removal from leadership. The Role Incumbent identified with their pain. If they let him, he helped them through the restoration process. For others, it involved delicate negotiations between leaders who had either offended or been offended by one another. His own experiences heightened his ability to bring reconciliation. Finally, he mentored young leaders through difficult situations. He counseled them as they considered future consequences of situations they were in.



#### 4.6.4.2 Future Effects

At least three probable future effects got established. He established a pattern for successful role transition. He created a platform for continued involvement with a third generation leader. And, he focused attention on dealing with personal issues in the chief executive's life.

Firstly, he created a historical precedent for successful organizational and personal transition in the role. Future Role Incumbent s will have this history as part of the role they inherit. By going through the individuation process and continuing to honor the founder, the Role Incumbent successfully found his voice.<sup>27</sup> Transition from strong first generation cultures to succeeding generations carries a risk. It risks the loss of organizational values. On the other side, it risks failure to affect new conditions not adequately addressed by previous approaches. He and the founder established a basis for future transitions on the ground of this one.

Secondly, through these experiences he created the possibility for a strong relationship with the next Chancellor. He could provide continuity *and* change for the next generation of leadership. He could pass on lessons learned with the founder through his handling of the next succession. He expressed an interest in ensuring a smooth transition to the next leader. And, he will likely continue to have an influence within the organization beyond his tenure as Chancellor. If that happens, these experiences will contribute to the integration of that new leader into the role. Whatever influence he may bring directly, he will act as a Role Set Member for the next Chancellor.

Thirdly, he reaffirmed cultural values associated with the individual in the organization. In an organization that valued "doing" before "teaching," this Role Incumbent introduced a new element of "being." Partly this came from being in the "baby boomer" generational cohort. So, he emphasized "doing" that would flow from "being." This emphasis forced him to face himself and his own fears. His success contributed to a continuing

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<sup>27</sup> In an instructive parallel, early in the research the Role Incumbent described his role as being the "voice of the university." He was quite good in communicating the for the university in a way which supported that part of his role. At the same time, the end of the research shows one of his deeper desires was to have his own "voice." It would communicate the university as an expression of him, not another.

emphasis on the individual “being fully him/herself” in the university. Additionally, this reinforced his emphasis for any future Role Incumbents. He will provide support for their pursuing issues in their own lives.

Four issues appearing out of these effects support the Role Incumbent’s overall managerial agenda. These include 1) increased the unity of leadership of the university, 2) improved communication not only on the local campus but also internationally, 3) increased productivity through outwardly focused attention, and 4) personal growth not just for himself but also for others he reached.

#### 4.6.5 *Specific Conclusions*

What can be concluded from the above data and analysis? How did the Role Incumbent’s commitment to *pursuing personal wholeness* enact expectations? There are at least three topics which appear. Moving toward personal wholeness requires focused attention on the process. Emotional learning and growth generalizes more broadly than task related learning and growth. The Role Incumbent’s process demonstrates a minimum requirement for a Christian leader.

Firstly, all chief executives will learn something in their jobs over an eight year period. However, many pay little attention to the pursuit of personal wholeness highlighted in this study. Personal wholeness requires focused attention. The benefits include a greater degree of personal integration. Cohen and March (1974) noted the frustration and disempowerment that filled University Presidents’ jobs. Personal wholeness provides a level of meaning, and a challenge, to all who would have that job enriched.

Secondly, personal wholeness presupposes emotional learning. Emotional learning generalizes because it focuses on the internal processes with which a Role Incumbent engages his or her tasks. As one example, the Role Incumbent increased his courage to take risks. That courage extended beyond organizational decisions. It impacted other areas of his personal life, his family, Role Set Member relationships, and external relationships. Emotional learning grows the whole person, not simply the mind or a specified competency.

Thirdly, the Role Incumbent demonstrated what appears to be a minimum basic requirement for a Christian leader, humility. Willingness to deal with one’s own

vulnerabilities requires humility.<sup>28</sup> Without humility, one cannot fulfill Christ's definition of a leader as servant, not lord.<sup>29</sup> Without humility, one cannot be transformed into his likeness.<sup>30</sup> The particular path the Role Incumbent took highlights *one* process a Christian leader can take. Whether a leader pursues this process or another does not seem to matter. However, this *type of process* appears to be what is required.

#### 4.7 Summary

The Role Incumbent believed God spoke his identity into being. And he believed that to more fully live from that identity he still had to change and grow into it. His role offered him a set of contexts in which to grow. And, at the same, time, it offered him ways of blessing those he touched. According to his view, the ultimate accountability for his role rested with God. With that accountability came the responsibility to pursue a faithful course of leading the organization. It also brought the responsibility *to become more fully who he was*.<sup>31</sup>

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<sup>28</sup> Scripture teaches, "The fear of the LORD teaches a man wisdom, and humility comes before honour" (Pr.15:33, NIV). "Before his downfall a man's heart is proud, but humility comes before honour"(Pr.18:12, NIV).

<sup>29</sup> That definition. "Jesus called them together and said, "You know that the rulers of the Gentiles lord it over them, and their high officials exercise authority over them. Not so with you. Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be your slave—just as the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many." (Mt.20:25-28, NIV) and

"The greatest among you will be your servant. For whoever exalts himself will be humbled, and whoever humbles himself will be exalted" (Mt.23:11-12 NIV)

<sup>30</sup> Scripture has much to say on this topic. "For those God foreknew he also predestined to be conformed to the *likeness* of his Son, that he might be the firstborn among many brothers" (Rom.8:29, NIV).

"And just as we have borne the *likeness* of the earthly man, so shall we bear the *likeness* of the man from heaven" (1 Cor.15:49, NIV).

"And we, who with unveiled faces all reflect the Lord's glory, are being transformed into his *likeness* with ever-increasing glory, which comes from the Lord, who is the Spirit (2 Cor.3:18, NIV).

<sup>31</sup> John Calvin writes that to truly know one's self, one must know God. In so coming to that knowledge, one realizes his or her own poverty. That leads to revelation of his or her own dependence on God. Such dependence energizes one's humility before God and humans. He writes, "Our wisdom, in so far as it ought to be deemed true and solid Wisdom, consists almost entirely of two parts: the knowledge of God and of ourselves....no man can survey himself without forthwith turning his thoughts towards God...*the endowments* which we possess cannot possibly be from ourselves....Every person, therefore, on coming to the knowledge of himself, is not only urged to seek God, but is also led as by the hand to find him....we always seem to ourselves just, and upright, and wise, and holy, until we are convinced, by clear evidence, of our injustice, vileness, folly, and impurity. Convinced, however, we are not, if we look to ourselves only, and not to the Lord also — He being the only standard by the application of which this conviction can be produced." (See John Calvin, Institutes: Vol.1, Chap.1, Section 1).

**Chapter Five**  
**Expectation Enactment**  
**from an Interpersonal Perspective**

## 5.0 Expectation Enactment from an Interpersonal Perspective

### 5.1 Introduction

This chapter organizes the Expectation Enactment Analysis in the light of an interpersonal perspective. It highlights parameters the Role Incumbent faced. It illustrates his *managerial agenda* from an interpersonal perspective. It details one of his basic Expectation Enactment Programs. And, it describes specific role episodes offering examples of expectation enactment and role evolution. In summary, this chapter shows the Role Incumbent's internal processes and external performance associated with *creating his own team* as an expression of his *managerial agenda*.

#### 5.1.1 Commitment to Creating His Own Team

The Role Incumbent himself dreamed of the synergy of a true team. The Role Incumbent grew up in this volunteer organization. He knew he could not *compel* people to work with him to create such a team. When he took the role, some existing team members would stay. Others would go. He had to find ways of creating his own team. He had tasted true teamwork in his previous role in Germany and wanted to experience it again.

From the beginning the Role Incumbent *prayed*. He asked God to send him people committed to the organization's vision and to the work he had to do.<sup>1</sup> Secondly, he *waited*. He had to have patience. He allowed the team to form, never forcing, always encouraging.<sup>2</sup> Thirdly, he *integrated*. He offered people a place to use their talents to fulfill a God-focused mandate to reach the nations with the gospel.<sup>3</sup> Fourthly, he *interacted*. He

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<sup>1</sup> The founder's experiences with God in prayer laid the foundation for Youth with a Mission (YWAM). He and others inspired staff to see both ordinary and extra-ordinary miracles occur. He trained his initial staff in the practice of prayer. They passed it on through life-style as well as formal teaching. As a volunteer organization, the needs always outstripped the resources (Pearce, 1993). Prayer offered an undeniable resource to those who needed miracles. The Role Incumbent was one of these.

<sup>2</sup> Here a distinction exists between his "team" and his entire role set. His "team" represented the key members for accomplishing his agenda. His entire role set included all those categories of Role Set Members with legitimate expectations of him in his role. His "team" represented one group within his role set. It was characterized by their common commitment to his accomplishing his managerial agenda items.

<sup>3</sup> The Role Incumbent *embodied* the vision and values of YWAM as a YWAMer. He offered more than just the job or role allocation of working in the U of N-Kona. He offered a place within the larger whole of YWAM as a YWAMer. He modelled what that looked like. In Turner's (1978) terms, the Role Incumbent exhibited a role-person merger with regard to the role of YWAMer. At the same time, he demonstrated a *growing* measure of identification with the university. Such identification followed the principles of secondary socialization and role-person merger theory (Berger and Luckman, 1966; Turner, 1978). As a result, role distance (Goffmann, 1961) demonstrated in the early period of the research decreased over time.

embraced people, giving from a generous and gracious personality to those who came.<sup>4</sup>

Finally, he *trusted*. He gave key Role Set Members the authority to act and move the organization forward.<sup>5</sup>

As his team came together, the Role Incumbent grew in leading them as well as being with them. They came to accept his style while learning to function with that style. They committed to him personally and to his success. And through the process, they grew together and they grew the organization.

The next section will illustrate a set of parameters influencing the interpersonal perspective. They also influenced the Role Incumbent and Role Set Members' definitions of the situation.

#### 5.1.2 *Parameters Shaping The Interpersonal Perspective*

These parameters resulted from interpersonal patterns established in the Role Incumbent's earlier life experience.<sup>6</sup> This list illustrates rather than exhausts the possible parameters from this perspective. It highlights major areas of interpersonal influence in the Role Incumbent's life. The parameters chosen directly and indirectly influenced the Role Incumbent, his role relations, and organizational life. His family of origin provided the early patterning for his life. Additionally, their Christian history and their church relations operated significantly. His own nuclear family and his involvement in Youth with a Mission (YWAM) were birthed out of these. Finally, his knowledge of and relationship to God formed him and his faith.

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<sup>4</sup> The Role Incumbent used to say, "Our wages are relationships." In this volunteer organization, such a statement rang true. A potential "core" member's relationship with the leader carried tremendous value. Pearce (1993) pointed out that volunteer organizations manage the meaning of work to an even greater degree than business organizations. One of the Role Incumbent's important tasks in this context was managing such meaning. He primarily did this through his personal relationships.

<sup>5</sup> Delegation of authority does not distinguish this Role Incumbent as a chief executive. However, it represents one dimension along which the Role Incumbent grew during the course of the research. Firstly, he had to appropriate the power and authority legitimately available. Secondly, he had to use it himself and become comfortable with it. Thirdly, he had to trust and release it. As one consequence, such delegation extended his personal exposure as a leader. The chapter highlighting expectation enactment from a personal perspective reveals more detail on this point.

<sup>6</sup> Hodgson, Levinson, and Zaleznik (1965) in their classic study, *The Executive Role Constellation* note a specific case of this more general principle. "When the individual becomes, as a young adult, a member of a purposive organization...he is entering a social system in which issues of dependency, authority, and power are probably clearer, stronger, and more persistent than anywhere except in his family. His experience as a new member of a purposive organization has many of the qualities of his adolescent struggles with the authority structure in his family" (p.483).

#### 5.1.2.1 *Family of Origin*

The Role Incumbent grew up in a traditional, nuclear family setting. Both parents, one sister and extended family involved themselves in his early life. His family heritage of Christian faith extended several generations back. His family tree included two former Chancellors of universities (though this did not consciously act as a formative factor in his early development). His own father grew up in a church tradition that suggested “real” Christian work was in ministry. He worked in a Christian college setting as well as functioning as a pastor. His father’s natural inclinations oriented him towards business and personal evangelism. Both he developed extensively later in life. All of these factors influenced the shape, character, and ultimately the functioning of the Role Incumbent.

#### 5.1.2.2 *Christian Heritage*

He grew up in the Assemblies of God church. He attended Bethany College in Santa Cruz, CA. Along with three college classmates and their wives, he and his wife joined in YWAM in 1969. Once in YWAM, he quickly bonded with the small, intimate band of peers led by a dynamic couple. These experiences contributed to the development of extended familial-type relations in YWAM.<sup>7</sup> Close personal relations with the founder and his wife reinforced the meaning of this extended family. Intense relationships with colleagues reflected developmental issues as well as deep bonding. All these factors definitively formed the Role Incumbent in his early adult years.

#### 5.1.2.3 *Nuclear Family Life*

These early days in YWAM also shaped the Role Incumbent, his wife, and their own family. They exercised their courage in stepping out on new ventures. They stretched their faith as they believed God for material, mental-emotional and spiritual provisions. They

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<sup>7</sup> It might also be noted that the Christian faith emphasizes “the family of God.” God is the father. Jesus is the son. All who believe become brothers and sisters, adopted into this larger spiritual family. So familial relationship patterns embed the Role Incumbent in his Christian experience. They began in the context of his own family’s faith. They developed in his local church upbringing. They included experience with the Christian college community where his father worked. They extended to the community of his own Christian college education. Finally, they encompassed his years in the YWAM “family.”

grew in character as they depended on God for answers to unanswerable questions.

The Role Incumbent developed his own leadership skills in the field. Meanwhile, his wife developed hers as well. She modelled the founder's wife and other strong women. Out of this modelling and God's leading her own ministry grew. Ultimately it led to an international leadership role within YWAM and the global U of N in early childhood education. During the early years, their three children gave them opportunity to learn many lessons. The Role Incumbent frequently used their family experiences as primary references. Through them he understood himself, his role as a father, *and* his role as a leader.

#### 5.1.2.4 *Youth with a Mission's (YWAM's) Formative Effects*

His time as the national YWAM leader in Germany gave him important leadership experiences. He and his family lived at the Hurlach YWAM base in Germany. There his leadership team functioned relationally. They established a reference for what was possible in leadership. Subsequently in Kona, he extended his understanding of this form of team leadership. There he experienced new depths of relational leadership. These two experiences integrated for him patterns relating to family, community, and leadership. These patterns contributed integral influences to his functioning during this study.

#### 5.1.2.5 *Relationship with God*

A final interpersonal pattern involved his relationship with God. His growing up experiences in the Pentecostal church introduced him to God. His early days in YWAM sealed the significance of that relationship. He knew God personally. This meant he *expected* God to hear him when he prayed. And he expected God to answer his prayers. Being in the YWAM community reinforced these beliefs and experiences. When he and others in YWAM prayed together, they saw God's miraculous answers time and again. Examples of financial provision, physical healing, and divine protection became common currency in their expectations. Though not the primary focus of this study, this relationship with God undergirded the whole of his life.



### 5.1.3 Conclusions

Each of these parameters influenced the Role Incumbent and his expectation enactment with Role Set Members and the organization. They gave a structure for responding to its demands and helped make meaning out of it. They offered reference experiences. He used them as resources in envisioning, administrating, and communicating. These parameters also form a basis for reproduction. He reproduced the same kind of patterns in others that he lived out himself. These patterns often operated out of awareness. Therefore, they functioned powerfully.<sup>8</sup>

This chapter offers one of the expectation enactment assessments related to the Role Incumbent. It pays particular attention to his relationships with Role Set Members. Key questions for this section include: How would the Role Incumbent structure his executive leadership teams? How would he be influenced even as he influenced the university? *and* How would he align himself with the principles he espoused for the university? The next section begins to answer these questions.

### 5.2 To Create My Own Team:<sup>9</sup> A Managerial Agenda Item from an Interpersonal Perspective

From this perspective, the Role Incumbent pursued his managerial agenda item of *creating my own team*. This chapter shows how he enacted expectations associated with this agenda item. It also offers insights into the evolution of his role, role relations, and the organization. Details of tasks and activities associated with the Role Incumbent's managerial agenda follow. A primary Expectation Enactment Program, *Regulating External Influence*, shows *how* the Role Incumbent impacted his Role Set Members. Analysis and examples from two role episodes and role episode comparisons bring this chapter to a close.

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<sup>8</sup> For example, the Role Incumbent was committed to evolving his relationship with his wife, which also had organizational implications. In addition to their couple relationship, they had an international U of N relationship where she was International Dean of the College of Education and he the Chancellor of a resource campus. They also had a local U of N-Kona relationship in which she functioned as the wife of the Chancellor, and therefore role model for many on campus. He became involved with his wife in a personal development ministry outside of his formal role. However, because of his commitment to personal development and his role, he influenced many staff on campus to become involved in this ministry as well.

<sup>9</sup> For the Role Incumbent, the number one member of this *team* was the ultimate team leader, God. The Role Incumbent believed God had specific expectations for him as a person as well as Role Incumbent. Thus God filled the place of a Role Set Member. Psychologically as well as spiritually speaking, the Role Incumbent saw Him as real as any other team member. In fact, the Role Incumbent saw God as holding the final accountability for his performance.

### 5.2.1 Tasks

Three primary tasks operated as the Role Incumbent formed his own team. Firstly, he *filled leadership roles* with individuals supportive of his leadership style. Secondly, he *delegated authority* to those Role Set Members to develop the university. Thirdly, he *became personally accountable* to a greater degree.

Research supports the Role Incumbent's intention of forming his own team. It suggests that validation by one's social circle increases commitment to role identity (Burke and Reitzes, 1991; Riley and Burke, 1995; Swann, 1987). In turn, increased commitment leads to increased performance. The Role Incumbent followed a key sequence in attracting supportive Role Set Members. As previously mentioned he *prayed* for the need. He *waited* for the person to appear. He *integrated* that person into relevant activities. He *embraced* the person relationally. And, he *trusted* the person and delegated to him or her. Given the nature of his job, the Role Incumbent needed all the support he could engender.

### 5.2.2 Activities

The Role Incumbent entered an under-defined role with limited experience to draw on.<sup>10</sup> The international provost illustrated the nature of the job. He said, "[The Role Incumbent] was overwhelmed with the requirements of the job. And it has taken time to wrap around the thing. I see him doing that now [in 1998]. It is an awesome job, especially as you look at it in relationship to the whole, not just Kona. His heart has been very much international. There's a lot to be absorbed. No one knew the full extent of what that job entailed. It is a little different than a normal situation. A person would normally have been associated with elements of the university. He had not had that experience in another university context" (HVM--98/02/17). However, the Role Incumbent survived his transition into the role and persevered. He learned much of what to do and how on the job.

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<sup>10</sup> Role research would direct attention to role conflict and ambiguity. And, it suggests the possibilities of 1) emotional stress (Kahn et al, 1964.), 2) distortion of reality (Rizzo, House and Lirtzman, 1970), and 3) underperformance (Van Sell, Brief and Schuler, 1981). However, the Role Incumbent entered into substantial conflict only *after* appropriating the authority given him in May 1992. This indicates movement toward greater ownership of, identification with, and accountability in his role. These consequences support his personal statements regarding the evolution of his role.

The following sections highlight the activities within his central tasks. These activities moved the managerial agenda item from this interpersonal perspective toward completion.

#### 5.2.2.1 *Filling Leadership Roles*

The Role Incumbent appointed two colleagues to join him in the Chancellor's Team. They represented the most significant leadership appointments of his tenure. At the time, no one occupied the other two top executive roles, i.e., the Vice-Chancellor roles. On the academic side, local deans continued to oversee the schools and school leaders in their colleges. However, no line leadership meant little coordinated interaction between colleges. The administrator, campus services director and cook, among others, kept their "fingers in the dike." Crisis management reigned. Staff called the general fund the "black hole." Signed checks stacked up on the administrator's desk waiting to be released until money came in.

The Chancellor's Team substituted for a management team. It also clearly functioned as a personal development context. Much of the Role Incumbent's personal growth breakthroughs came in Chancellor's Team meetings. The Chancellor's Team held him and each other accountable, all the way from major dysfunction in departments on campus to his own personal schedule.<sup>11</sup>

The second significant move came with filling the Vice-Chancellor roles. He also created new levels of organizational structure. Their need appeared evident from comments early in the research by one staffer. He said,

It is a missions organization and does not have a corporate structure--it is primarily relationally based....Organizationally there isn't sufficient strength of expectation to force [the Role Incumbent] into fulfilling the role for that position" (CSC--95/02/10).

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<sup>11</sup> The Chancellor's Team served a personal function as well as a transitional function. The Role Incumbent's experience of the Chancellor's Team confirmed this dual function. The Chancellor's Team helped the Role Incumbent move from functioning in isolation to functioning within more typical organizational systems. In 1996, an interim Vice-Chancellor of Academic Affairs took office. He replaced the sitting Vice-Chancellor who also functioned in the Chancellor's Team. The interim Vice-Chancellor noted, "When I took over, I expected more contact with the Chancellor's Team... in relationship to university matters. The Chancellor's Team seemed to function without the Vice-Chancellor of Academic Affairs' input then. That meant, obviously, that the Chancellor's Team was based on personal relationships rather than functions" (PC--96/10).

One such example comes from the mid-years of his tenure. The Role Incumbent championed spinning off the bookstore as an alongside, for-profit corporation. Despite strong concerns from the Leadership Council and within the Chancellor's Team, he pressed it through. The bookstore closed two years later. One person commented on the process which stands as one illustration of the organization's need for greater accountability.

There were no clear monthly reports, a lack of accountability, a failure to count the substantial financial cost, and poor decision making on the front end. We had a lack of counsel from our accountants who would have scotched the deal, a lot of wishful thinking, bending to the demands of a forceful manager, and some unwise leadership appointments (Int/ADW).

In the third major move, the Role Incumbent re-structured the Leadership Council and the line structure. A senior leader pictured the process by saying, "We'd been expecting a change and knew something was needed. Making the change was pretty rocky, but like other things, I think it will sort itself out in time. I know this new structure gives us a way to get to our real goal which is getting staff and students out to the nations. That encourages me most about what [the Role Incumbent] has done" (PA--97/04/19).<sup>12</sup>

Finally, he made Board of Trustee appointments which also contributed to the turn-around in the organization. One of the new Board members commented on his invitation from the Role Incumbent to join.

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<sup>12</sup> The development of a leadership team takes time. It requires trust between the chief executive and team members. And it builds leader upon leader from some beginning. Oftentimes the pieces of the leadership puzzle came together when a key person came into place. Without question, one of those key people in the Role Incumbent's tenure was his Administrative Director for the Chancellor (ADFC). This man brought the knowledge, skill, and humility required to take the Role Incumbent's desires for a well-functioning organization to the next level. He brought financial skills, organizational skills, and a heart for the university's mandate. The ADFC came in 1994, and over the course of four years increasingly made his mark. He led the financial turn-around, contributed to the 1997 re-structuring, and mentored key leaders on the campus.

The Role Incumbent knew how to impart vision to his people. He occasionally did that with key leaders by traveling with them. He did this on his first trip with the ADFC, in 1997. They went to Korea and China together. Out of that time, the ADFC made a major leap in understanding of the university and its call. He commented, "For the first time I saw it. I saw that we could be disciplers of nations. I went to the orphanage, saw [the former U of N student leading it] operate in it, and met with government officials. I saw it in my spirit. That's when I got the identity of being a nation discipler myself" (PC--98/04/24).

We've been talking about the Board of Trustees for a couple of years. He said, 'I want you to be a part of it because of your heart for Asia and for us to have accountability.' He said, 'You're a part of the influencing now. We want you to be on board with the governing body of where we're going.'" (Int/SG2--97/10/24).

Leadership appointments require authority to be effective. The Role Incumbent committed to delegating it as seen in the next section.

#### 5.2.2.2 *Delegating Authority*

Organizational norms dictated that individuals should seek responsibility but not authority.<sup>13</sup> When the Role Incumbent took over, numerous staff people felt they had responsibility without authority. Positively seen, those in the organization demonstrated a high level of humility and little striving for power or position. Negatively seen, many staffers lacked authority. They could not see their projects completely through. They could not define what would and what would not be included. And, they lacked the sense of ownership they wanted. The Role Incumbent began to form his own team around him. His natural leadership style led him to disperse more and more true authority. Several examples will show how this occurred.

For example, the Role Incumbent asked one Chancellor's Team member to assist the worship department. Their leader left and it needed to be re-shuffled. This department stood alongside the university but had remained unintegrated. It also had an autonomous

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<sup>13</sup> This norm remained unclear though operative. YWAM leadership embraced Marshall's (1991) teaching. It said that "True authority is spiritual in origin. That is, it proceeds from the spirit of the one exercising it and it impacts on the person over whom it is exercised, also in his spirit. It carries an 'oughtness' about it that registers on the person's conscience, but it leaves his will free to choose to obey or disobey" (p.104). Furthermore, he taught that "The basic authority of leaders in the church is teaching authority....obedience in this context is [the Greek word] *peitho* which means 'to be persuaded.' To persuade means to win over or to bring about a change of mind by the influence of reason or moral consideration" (p.109).

The organization emphasized each person hearing the "word of the Lord" for him or herself. Once having heard it, they expected to act on it. Many levels of spiritual maturity and practice contributed to a lack of clarity around this norm. The issue of authority confronted the Role Incumbent in several ways. Firstly, he had his own personal spiritual authority. Secondly, he had personal authority related to Role Set Members. This authority stemmed from psychological as well as spiritual roots. Thirdly, he had organizational authority associated with his position.

The Role Incumbent recognized that the ultimate source of authority came from God. He believed that the founder had received delegated authority and power from God to lead the mission. Therefore, he as Role Incumbent could only act in the authority which the founder himself delegated on to him. Furthermore, he could only delegate authority which he himself had received. This whole issue of authority underlay the dynamics of the transfer which occurred in May 1992. The Role Incumbent's perspective followed Marshall's (1991) teaching. He wrote, "...because authority is delegated power, it can be used only by those who are in obedient relationship to the source of that power."

ministry within it. The leader founded the department. No line authority relationships existed. Therefore, no one knew who had authority to release a new leader. The Chancellor's Team member exercised that authority. During a time together one member of the team asked, "Who has the right to say who our leader is?" The Chancellor's Team member laid out the process for defining the leader. He said, "Right now the worship department reports to the Chancellor's Team. As a representative of that team, I have been asked to take that position. Once we have processed, prayed, and sensed God's leading, we will decide according to that leading." The whole team reported a sense of relief after this statement. That kind of clarity brought security which they previously lacked.

Early on in the Role Incumbent's tenure, the Financial Services director instituted financial accountability. The organization had not yet turned the corner on corporate accountability. He had to carry much of the burden single-handedly. With authority released from the Role Incumbent, he turned around the budgeting process. He put new procedures in place to increase staff member accountability. And he instituted a financial set of values which acted as precursors to subsequent implementations.

He had a rough ride during his tenure. As he said on leaving, "This last year ('93)...it's like riding down a white water river in an inner tube, tossed against the side of the canyon, against the logs submerged. What the Lord was wanting to have happen was to come out of that and walk beside still waters. That image had a lot of meaning" (CT--93/12/13). Within two years his ten most wanted changes had occurred. Leadership appointments of the right people to the right positions with appropriate delegation made the difference.

Other examples illustrate the Role Incumbent's delegation of authority. Firstly, he mandated the Organizational Development Team to create organizational infra-structure. Secondly, he released a Financial Team to make major recommendations for re-structuring the finances. Thirdly, he empowered the Summer Leadership Team (1996) to take major strides forward. Fourthly, he released a team to do College Status Reports (1997) that led to integration of the colleges into corporate strategy.

More importantly, however, the Role Incumbent's increasing willingness to delegate authority enacted expectations essential to his success. The Director of Operations addressed this issue in 1997. "I think he's making a genuine attempt to push responsibility down, even

past my level. There are things like when I sign a real estate document for the university. I have permission to sign off on any real estate documentation. That's new" (Int/GS-97/11/13).

Congruence, the match between what one says and does, expresses one dimension of leading with authority. The Role Incumbent increased the measure of his congruence and therefore authority by making himself personally accountable. This next section elaborates.

#### 5.2.2.3 *Becoming Personally Accountable*

Increased accountability lay under the evolution of his role and of the organization. The examples above in *fulfilling leadership roles* and *ensuring authority delegated* demonstrate it. As he filled the roles, he created structured organizational relationships which carried with them personal and organizational accountability. As he delegated authority, he released control of direct decision making and increased his exposure for that which was delegated. As he grew in self-confidence, he took greater emotional risks in order to pursue the visions and goals that were his own.

The Chancellor's Team experience originated much which contributed to external changes in his role. In this team, he allowed and encouraged personal challenges, growth and development. He described the process of accountability using an example from a Chancellor's Team meeting.

When we first started talking, I was talking in my head, and then [a Chancellor's Team member] challenged me, "Look at the pattern of what's happening." I could hear God whispering to me, and inside I said, "OK," and the conversation shifted from head to heart. When I turned to [another in the meeting] and said, "We've got to pray," I saw it. His tears, the pain in him, and in me, that we would have just passed by as if it hadn't been there, the speaking the truth in love to one another—I could feel it happening inside, the unveiling experience. It is the framework of truth in love. It [the process used in the Chancellor's Team] is the WD40 of the soul and spirit" (DB-95/02/23).

With the turnaround in 1995-96, the Role Incumbent integrated input from directions he had once neglected. As one Operations staff person noted in 1997,

What I observe here is that [the Role Incumbent] is still in the process of learning to appreciate the value of other disciplines. I was involved with [the financial services director]. He is able to report, and he is wanting to make sure you can have your fingers on all the financial information all the time. I sensed that this was something new for [the Role Incumbent]. I said, 'One of the reasons this organization went through major financial difficulty was because there wasn't a voice at the top level holding them accountable for financial actions.' He accepts it now and is willing to learn. This has started to happen in the last two years (Int/JB2--97/10/23).

Additionally, he increased his leadership profile following the integration of Kings Mansion and Makapala. While he evoked both support and conflict, agreement and disagreement, he didn't sway from his intended direction. As he said, "Contrary to the perception of some, I am not running with anxiety in my heart over our finances. My eyes are wide open. It [finances] is not the goal. God is in the process of forming us--reaching to the nations, to our students, to our donors...all we are called to serve. This stuff did not start last June [1995]. This started when [the founder] transferred a mantle [of authority] to me in 1992" (DB--96/02/21).

One last example points to this continued movement toward openness and accountability which comes from the Board of Trustees. One member commented on the reconstituted Board which first sat together in October 1997...

This board meeting was different. Previously I felt like it was more like being a member of a committee. I think he's opened the door. I was surprised at how wide and how fast it was opened. He was able to make some radical changes pretty fast. He operates in the security of it [i.e., the relationships with those on the board]. He's said yes to a new kind of involvement of the board, and yes to a broader board. It is the role of the board and nature of the board he is saying yes to. That is creating a mechanism that will force longer term commitments and clearer more measurable results (Int/DB--97/11/02).



By opening himself to Board accountability, he demonstrated significant growth personally as well as a major step forward in role definition. A second Board member had similar insights...

There's another issue...accountability....God has been...strengthening his own faith, resolve and who he is. In the Board of Trustees meeting, if there is anything I've chafed at, I've chafed at the times when he hasn't called someone to accountability, when he hasn't nailed someone who needs to be nailed because no one else can nail them except him. Before on the Board of Trustees there was perhaps a little fear that these guys could challenge him. Now he's saying, "Hey, I'll take some high powered guys around me and let them get in my face and influence where we're going."

He's got others [including ones outside the Board] involved in that whole process of creating the basis for accountability for him. It means that it is time to "call the question," quit talking, and vote. That is a major shift for him. It's a quantum leap. That shows maturity (Int/MS02--98/03/18).

Accountability to the Board, combined with accountability to the restructured Kona Leadership Team and the new line structure, put the lynch pin into the new organizational structure. The Role Incumbent embraced the authority of *functional* bodies committed to support him, engage him in tough discussions, *and most importantly* to say "no" to him and make it stick.

### 5.2.3 Conclusion

In conclusion, the Role Incumbent put his highly successful relationship skills to work and fashioned a *team* that would support him, an *organizational structure* that could be built upon, and a *personal trajectory* that invited input and produced growth. He accomplished these outcomes in what might be considered a sophisticated, and increasingly conscious manner. Characteristics of this manner included faithfulness to believe in the larger vision and values of the mission and its ultimate validity. They included patience to lead when there was very little support academically, financially, operationally, or pastorally. They included magnetism to attract quality people able to do what he couldn't. They included

perseverance in relationship with the founder as well as with his own desires.

The preceding has offered a general view of the expectation enactments the Role Incumbent engaged in. What do the more specific examples look like? The following sections, beginning with a structural analysis of the *regulating external influence* program and following with role episodes and comparisons seeks to answer this question.

### **5.3 The *Regulating External Influence* Expectation Enactment Program: A Structural Analysis**

#### **5.3.1 Introduction**

Allowing others to influence one's self on significant executive issues requires a strong sense of self and a clear means of evaluating the input. In the Katz and Kahn (1978) role theory perspective, Role Set Members communicate expectations as a way to bring influence. The Role Incumbent filters those expectations and responds. The key to regulating external influence comes from what the Role Incumbent does between the time of receiving the input to the time of acting on it. The program that follows, *Regulating External Influence*, highlights the very essence of this process of expectation enactment. It reveals one means by which the Role Incumbent evolved in both strength of self and clarity of executive vision. And it offers an important analytical perspective on the Role Incumbent's managerial impact.

#### **5.3.2 The Expectation Enactment Program: *Regulating External Influence***

The Role Incumbent functioned best when communicating the vision of the university. However, as will be seen in the first role episode, he could be graciously vague with issues of organizational and personal accountability. He controlled access to himself and his role. Cultural norms supported this style by emphasizing organizational control through relationships, not rules, policies, or structures.

The second role episode, however, reveals personal movement and role evolution. With the benefit of greater definition at personal, interpersonal, and organizational levels, he demonstrated a preparedness, not just with facts and figures, but also with an emotional resilience. The Expectation Enactment Program that operates in both role episodes will now be analysed and then the role episodes presented.

### 5.3.2.1 *Situation and Trigger*

1. **Situation:** A typical situation for this Expectation Enactment Program occurred when the Role Incumbent met a Role Set Member who needed to interface with him as a significant factor influencing a proposal or program.
2. **Trigger:** The actual situation where a Role Set Member(s) was actively in position to attempt to influence the Role Incumbent.

### 5.3.2.2. *Sequence*

1. **Open door policy.** The Role Incumbent figuratively and literally when not in meetings kept an open door inviting access. A Role Set Member would be free to discuss any subject with the Role Incumbent.
2. **Decision point.** The Role Incumbent would assess the situation. If the input were interesting, informational and/or anecdotal, the Role Incumbent would use it--a demonstration of the input being received. If it required an action response, it would be evaluated, often against a personal, relational grid which included a "safety" factor. Without specified accountability, he could control the outcome to do or not do what was requested.
3. **Evaluation.** If it was a request for his input into the local campus and it related to a key area, there was no question he'd arrange to do it. If it came as a challenge for him to change or do something different, it required another filter. If safe, he'd accept and consider it. If threatened, he'd graciously stonewall, procrastinate or ignore it.
4. **Action.** Things which he knew how to do and did well, mostly in the relational and communicational categories he promptly acted on. Things which he didn't have the particular skills for, but had committed to, he'd continue to talk, but not act on until a demand absolutely required an action. In the earlier years, particularly, he'd get an idea, act on it, and then have to ask forgiveness for failing to consider the implications. Later years, as he brought counsel around him, he improved on this component of it.
5. **Consequences.** For those who wanted to influence but had no leverage, they tended to back off the attempts at organizational influence and simply accept the relationship. For

those the Role Incumbent allowed through, they continued to have influence, even formative influence. Yet the Role Incumbent clearly maintained a level of control through the process. As his confidence grew, he allowed stronger and stronger Role Set Members to influence him.

#### 5.3.2.3 *Results*

1. The Role Incumbent determined who would influence him in the development of the organization and the role--to a greater extent than it might have appeared because of his effective diplomacy and graciousness.
2. Initially the organization floundered due to a transition of strong leadership with some leaders leaving and others coming. Subsequently, a growing openness on the issues of organizational mission and vision, growth and development emerged. The Role Incumbent used this Expectation Enactment Program to sort out who he would allow to influence him and how.

#### 5.3.2.4 *Effects on the Role*

1. Expectations created

The Role Incumbent was particularly good at integrating informational input and using it as his own. The effect of this was to give many Role Set Members the sense that they were heard and valued for their input to him. He was equally good at giving the impression that he heard, understood, and supported certain initiatives. Only later might he demonstrate through lack of concerted action that the influence attempts had not had an effect.

2. Shaping of Role Set Member behavior as a result

Initially, attempts from the category of long term, Kona Role Set Members (as will be seen in the first role episode) tended to decrease. His actions contributed in part to movement of Role Set Members and development of his own team. As he formed his own team and grew in confidence, he opened to more influence, particularly from those critical of him.

### 3. Evolution of the role

This was a significant program contributing to the reformation of the Role Incumbent's advisors and establishment of his own team. It increased the control which he exercised over the shape of the organization.

## 5.4 The First Role Episode

### 5.4.1 Introduction

This first role episode illustrates the challenge of transitioning from charismatic leadership to "hybrid" leadership. Schein (1983) defined the hybrid leader as one who "believed in the old system, but who had...a new set of assumptions about how to run things that were more in line with what the organization now needed" (pp.27-28). The Role Incumbent inherited a leadership team in Kona filled with strong leaders. All were friends, but could they be team players on his team? Evidence suggested not. These leaders had traveled extensively. Their colleges and/or associated ministries had grown internationally. Many of these strong leaders readied themselves to move on. And, the Role Incumbent intuitively knew he needed to create his own team.<sup>14</sup> What lay ahead of him? The answer does not appear until the second role episode. There the benefits of *creating my own team* become overtly apparent.

### 5.4.2. The Role Episode Described

The following interview occurred with a pioneer of the Kona campus. She knew and worked with the Role Incumbent during his early years in the role. Subsequent to that, she left to develop her role as international dean of one of the colleges. The interview highlights struggles the Role Incumbent had within his role. It also establishes a basis of comparison for the evolution of his role set.

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<sup>14</sup> Hodgson et al.'s (1965) work suggests that the first part of his team to create would be the executive role constellation. According to their research, "We take the view...that the top executives of any organization--except one that is being pulled apart--form a close-knit group that is of key importance to all aspects of that organization's operations. Such executive groups, we think, usually consist of two or three (rarely more) central individuals....We have used the term "constellation" rather than "group" to emphasize the significance of the *personal relations* among members, the *emotional climate* of the group, and the *psychological properties of the interactions* that define the group" (p.284).

The man and the job are both complicated. If the man were absolutely straight forward and simple, the job would still be complicated. I do think he's the man to stand in that job at this time, and one of the few in the [organization] to do it as graciously. I have tried in the past when I was there [to bring influence]. It's been many years since I made the effort. I would say I don't have influence or power to bring to him as Chancellor. My perception is that he works best in isolation. Efforts to broaden that out are fruitless, no animosity, just fruitless.

I used to try to meet with him on a weekly basis for lunch. [He] was always his diplomatic self. He was always gracious, charming in his own way. It was not reciprocally pursued from [his] point. If you didn't pursue the time personally in one direction, it wouldn't be reciprocated. The need was articulated on his behalf but it was never pursued.

I think it brought a strength to the role. [He] was unencumbered by many other streams of things going on which were not always necessarily useful and helpful. I think it was unhelpful in that it brought to the job the tension of how does the Chancellor who has such enormous influence over the main portions of the degree programs of the college relate to the International Dean.

He was best working with those emerging in leadership under him in a direct sense. He didn't know how to work with strong leaders alongside of him. He did not know how to bring them in or be a part of what they were doing. He would go and do something else. As long as you were a group of peers, that's fine, but as soon as he was the one to pull those strong people together, he couldn't do it. You would eventually leave under his leadership.

He never showed his cards in that environment. I've always assumed it was the way he defined his role or perceived his co-workers.

#### 5.4.3 Role Episode Analysis: Role Episode One

##### 5.4.3.1 Introduction

This role episode illustrates the Expectation Enactment Program, *Regulating External Influence*. It focuses how a chief executive forms his inner circle in order to fulfill his

managerial agenda (Hodgson *et al.*, 1965; Kotter, 1982; Maxwell, 1998). This role episode offers a prime example of how to exclude influence.

This program carries cultural as well as personal significance. It comes close to manipulation and control, issues to be avoided. Therefore, people in the organization would avoid formal discussions of such processes as *Regulating of External Influence*. As in any culture, informal discussion did include it. Yet, as a communication program it occupies an important place in enacting expectations.

The comparison between the first and second role episodes indicates different responses to powerful Role Set Members. Both cases contained a desire to communicate *with* a “demand” for accountability (Katz and Kahn, 1978; Stewart, 1982a). In the first episode, the Role Incumbent effectively excluded this demand. As a result, he managed the enormous weight of other demands he had at that time (House and Rizzo, 1972; Kahn *et al.*, 1964). In the second episode, the Role Incumbent met and exceeded the demand. He did this as a direct result of having *created my own team*. He had brought around him Role Set Members who prepared and executed those actions needed to *meet* the demand. Additionally, he had developed his own internal resources of confidence and competence to address the demands. The first role episode reveals the overwhelming nature of the role. The second role episode demonstrates how he made the role and its demands manageable.

#### 5.4.3.2 *Situation and Trigger*

This Role Set Member joined the organization around the same time as the Role Incumbent. She regularly interacted with him over the years. Functionally, she related to him as both local and international dean of her college for the first four years of the Role Incumbent’s tenure. Then she moved to develop the college internationally. The Role Set Member’s attempt to influence the Role Incumbent through regular contact triggered this role episode.

5.4.3.3 *Sequence*

**RSM: Initiated weekly contact**

The Role Set Member grew into her position in the university under the founder. He gave general direction to the university but offered loose-handed guidance to his leaders. The Role Incumbent took over his role in a time of general, organizational transition. The Role Set Member needed to influence the Role Incumbent for development of her college as well as the university.

**RI: Gracious**

**RSM: Make influence attempts**

There are levels of influence. At one level, the Role Incumbent always opened to the latest development, story from the field, or relevant campus information. He quickly shared this kind of informational input coming from others. However, the Role Set Member referred to another level of influence. It involved more substantive ideas with long term implications.

**RI: Need articulated, but unreciprocated**

**RSM: Decision, no influence**

The Role Incumbent acknowledged his need generally, but not specifically with this particular Role Set Member. It appears he did not know how to use the input from this Role Set Member. More input would not have produced any more changes on his part. He generally acknowledged his difficulty with implementation. That came primarily from his preferred behavioral style. It emphasized the new, novel and different. The overwhelming nature of his job and lack of resources to work with also contributed significantly.

**RI: Works well with emerging leaders**

**RSM: Doesn't know how to bring strong leaders together**

The Role Set Member's observation here appeared accurate with regard to the strong leaders she mentioned. Most of them moved from the campus within a fairly short time. They offered a variety of reasons. These included the sense of God's call, the seasons of their lives, primary loyalty to the founder, leadership style of the Role Incumbent, and so on. Such movement might have had to do with his style. It might have had to do with their strength. With regard to his expectation enactment, it definitely had to do with whose *team*



they would function in.

**RI: Works in isolation**

**RSM: As one of those strong leaders, no influence here**

Many noted the Role Incumbent's tendency to work in isolation. It related to his undercommunication. It also functioned as a strength in working as a peacemaker and diplomat. However, when he headed down a track alone, his direct reports found it to be a weakness. Even so, he never shared information reluctantly. In direct conversation he became very forthcoming. He did not think of systematically sharing it, though.

#### 5.4.3.4 *Result and Conclusion*

This Role Set Member accepted a lack of influence. She turned her attention to the development of her work elsewhere. The Kona campus continued its growth period. On the academic side, a new generation of local leadership started coming into place. The campus entered a maintenance phase. And the Role Incumbent and others created organizational infra-structure necessary to develop the academic side.

### 5.5 The Second Role Episode

#### 5.5.1 *Introduction*

This role episode illustrates the *Regulating External Influence* program. The Role Incumbent demonstrates his own personal growth in confidence. More importantly, it shows the strength of the team he created around him. His preparation for this role episode required two years of concentrated work. Both he and Role Set Members responsible for changes in the organization contributed. A Role Set Member led these changes. However, *his team* working with him made it possible. As a result, he did not have to *regulate external influence* in the way he did in the first episode.

#### 5.5.2 *The Role Episode Described*

This role episode parallels the first one. Members of the Board of Regents came from the ranks of international YWAM leaders. As strong leaders, the Role Incumbent previously

would have had trouble with relating to them so openly in matters of formal accountability. This role episode demonstrates significant movement relationally in terms of that accountability.

This interview was held with the chairman of the Board of Regents for the University of the Nations system from 1992-97. He commented on the Role Incumbent's report on the Kona campus to the Board of Regents at their meeting in Korea in 1997. This Role Set Member helped found YWAM Hong Kong. He directed East Asian YWAM from 1988-96. He co-founded work in Hong Kong and China with orphans and special needs children that led to significant governmental relationships in both places. In these capacities, the Role Set Member developed personal and working relationships with the Role Incumbent. When the Role Set Member chaired the Board of Regents, he and the Role Incumbent added a formal organizational relationship. The Role Set Member reported...

In terms of the relationship of the Chancellor to the Board of Regents, I knew he had sweaty palms about being vulnerable in front of the Board of Regents. He had to present the financial situation of the U of N Kona to the Regents. At the Board meeting in Restenas in 1995, his report would have been in writing. In Korea in 1997, he not only handed out the written report before hand, but he was then willing to answer questions. He was so open, he was disarming. He was prepared to open himself to hard questions, and really allow himself to be vulnerable and accountable to them. He'd gotten feedback from some sources that raised questions because we all know how rumors fly. He stepped into the front and said, "Ask me the hard questions. This is what we've done. What do you want to say?" It was very positive and it spoke volumes.

His loyalty to the previous administration had a great big stamp of integrity all over it. He never described what he inherited in any negative or condescending or derogatory way, but always charitable in any reference to that. Yet, he presented the facts in terms of indebtedness, numbers of students, and so on so that we could really talk about real numbers. I remember the feedback from the Board of Regents to him was very, very positive also. His stature increased in their estimation as a result of the way he conducted himself.

### 5.5.3 *Role Episode Analysis: Role Episode Two*

#### 5.5.3.1 *Introduction*

The Role Incumbent *regulated external influence* through preparation, character, and performance. The preparation came during more than two years of conflict, challenge, and concern over organizational decisions taken. In the process, the Role Incumbent solidified his initial beliefs. He remained convinced about moving toward integration of vision and location. He also mobilized *his team* around him. They supported that belief and therefore supported his preparation through the work of they contributed.

The Role Incumbent's character was seen through his openness, expressiveness and loyalty. Openness and expressiveness appeared as functions of natural tendencies combined with his preparation. Loyalty came from a deep, long standing commitment to the organization, its founder, and its principles.

Performance refers not only to the Role Incumbent's individual performance, but also to his leading of the organization's performance. At the individual level, he presented himself and his material in a compelling manner. At an organizational level, he could demonstrate the success of efforts undertaken by a broad range of individuals. Performance at these levels ultimately provides the basis on which others assess the role.

This programme more firmly established his position relative to the Board of Regents. It enhanced the status of the decisions he and others in Kona had made. Even more importantly, it took pressure off him and the campus. It released energy to focus on new developments rather than justifying old decisions. Effectively, the Role Incumbent enrolled this significant group of Role Set Members as part of his extended team. He rallied support for the continuing development of the Kona campus.

#### 5.5.3.2 *Situation and Trigger*

This report occurred following a difficult financial time. During this time the Kings Mansion and Makapala programs came to the main campus as well. As the Role Set Member said, rumors were flying. Anxiety was high. The Role Incumbent's report to the U of N International Board of Regents triggered this role episode.

### 5.5.3.3 *Sequence*

**RI: Prior to presentation of biennial report to the U of N Board of Regents**

**RSM: Knew he was nervous**

The Role Incumbent knew all members of the Board of Regents personally. Still, the situation offered the potential for fear of judgment to rise up. He had not yet reported to the Board on the integration of King's Mansion and Makapala. He faced those questions as well as questions concerning the campus' financial condition. Potential challenges abounded. The Role Set Member knew the Role Incumbent well enough to know what the Role Incumbent felt about the situation.

**RI: Presentation of the report**

**RSM: He was so open**

The Role Incumbent prepared well for this meeting. He had worked through many of the campus problems in the last two years. He had staffed the positions supporting him in the organizational restructuring well. He had received quality input on issues before him. The Role Incumbent's recent personal and organizational examination created the openness that the Role Set Member saw.

**RI: Ask me the hard questions**

**RSM: Disarming of critics**

The Role Incumbent knew how to answer hard questions. He had honed the skill of presenting the university in front of national and international audiences. More specifically, he persevered through a period of intense soul searching in the previous two years. So he invited the Board to ask him hard questions. He remained confident he had considered whatever they might ask. Possibly an even greater outcome existed. He committed to influencing YWAM toward increased personal vulnerability and openness. He used this opportunity to model how that could be done.

**RI: Charitable to previous leadership**

**RSM: Stamp of integrity**

The Role Incumbent demonstrated loyalty. He showed his desire to truly be who he was. He expressed himself fully. On the one hand, loyalty and being who he was created a

tension. He had to manage this tension through the period of the research. On the other hand, managing it modelled his commitment. He honored the parent organization, the founders, and the values embodied in the organization. The Role Set Member recognized the combination in this role episode.

**RI: Clear presentation of the facts**

**RSM: Open to discuss**

The Role Incumbent's presentation of the facts combined with his unguarded emotional responsiveness led to the open discussion. It also produced a strong positive response from the Board. This response enhanced the Role Incumbent's status in the eyes of Board members. The Role Incumbent did not seek status enhancement, yet receiving it helped evolve the Role Incumbent's role as related to the Board. It also built further confidence in the Role Incumbent for taking new steps of leadership. It increased his conviction of how and where to lead the organization.

**5.5.3.4 Result and Conclusion**

The Role Incumbent disarmed his potential critics. He created a context of open discussion. He offered a clear presentation of the state of the U of N-Kona. These included the most difficult areas of discussion--the financial situation and the integration of Kings Mansion and Makapala.

**5.6 Conclusions for the Chapter**

**5.6.1 Introduction**

This chapter highlights the importance of expectation enactment in role relations. Several characteristics of his Expectation Enactment Program appear clear.

Firstly, having a clear managerial agenda enabled the Role Incumbent to exclude as well as include input. To be successful, the Role Incumbent needed to shape the input that he received. He needed to take the risks associated with that. And he needed to produce the necessary outcomes associated with organizational success as well as role relation success.

Secondly, the core of the Role Incumbent's strength organizationally came from Role Set Members he recruited at the local level. Beyond that, maintaining his relational strength

with his Boards created a context for ongoing efforts to improve organizational functioning.

Thirdly, executive development empowered the Role Incumbent with Role Set Members and in organizational development.

This concluding section looks at the effects of using the *Regulating External Influence* program. It compares the two role episodes. It looks at the general expectations created. It considers the impact of this program on the role and the organization. It then draws three specific conclusions from the chapter.

#### 5.6.2 Comparing Role Episodes

Three threads unite these role episodes. One thread offers a common commitment to the well-being of the university. A second one reveals a desire for open lines of communication. The third one involves a Role Incumbent carrying great responsibilities. The time frame of half a decade highlights the differences. Accountability increased along with the Role Incumbent's confidence, role visibility, and organizational development locally and nationally.

For the first five years of his tenure, the Role Incumbent used working in isolation to protect himself and *regulate external influence*. During that time, however, he consistently got feedback that his lack of response created dissatisfaction. He expressed the desire to change that, be more open, and communicate more directly. His commitment to making these changes appears in this second role episode. It also appears in numerous examples where he managed the perceived threat of others' influence attempts. He readily acknowledged the fear, shame, abandonment, and isolation of the early years. He also acknowledged the difficulty of doing anything different. Yet, he persevered personally. He dealt with these issues internally and externally. And his role performance changed. The second role episode gives an example of this change. What follows also reveals how he influenced his role in relationship to his Role Set Members.

#### 5.6.3 General Expectations Created

In the early years of his tenure, the Role Incumbent inherited an overwhelming sea of responsibilities. He tended to be reactive rather than pro-active toward the university's

mission and vision. This situation caused many to give grace to the Role Incumbent. They recognized where he functioned well and waited for improvement in other areas. For example, the International Provost acted as Vice-Chancellor of Academic Affairs in the beginning of the Role Incumbent's tenure. He spoke about the need for a new Vice-Chancellor of Academic Affairs at that time.

The role [Vice-Chancellor of Academic Affairs] was there and I kept saying you've got to get somebody in that role. The campus was still developing physically and the Vice-Chancellor of Academic Affairs was to be involved. We really had a hiatus there, which was unfortunate but that was the way it was. Still one of the reasons we did not have continuous development which is needed to expand was that someone wasn't in that role, from either direction, physically or academically (Int/HVM--98/02/17).

In response, the Role Incumbent's perspective on this hiatus was that...

We were not a people who thought about transitions. You waited until there was departure. In effect, he [the international provost, known as a "father of the university"] didn't depart, so you wait. And who can take the founder's place? Nobody could take that role. How to fill it? Neither [the provost] nor [the founder], at least with me, dealt with a lot of definition and here's the criteria, let's go look for somebody. I suspect he and [the founder] spoke more about this. In reality, that whole process was part of forming my team. It became my responsibility, not [the provost's] or [the founder's]. That shift is as much what was going on in me as in them. I had to shift out of waiting for them into something that was my responsibility (DB--98/04/03).

In this time frame, the Role Incumbent seemed to be just managing to cope with all the demands. Out of this time came the formation of the Chancellor's Team. Also he formed the academic and operational teams. With the Chancellor's Team, the Role Incumbent created a personal advisory team. He still operated in the isolation mode, but with a new level of

accountability, primarily personal.<sup>15</sup>

From personal accountability, the Role Incumbent moved more toward organizational accountability. This meant that mechanisms were put in place to ensure the organizational stability would continue. Entities like the Quarterly Management Team and the Integrated Stewardship Team formulated policies. For the first time they got reviewed, evaluated, published, and supported by senior leadership. One member of the Integrated Stewardship Team commented on the Role Incumbent's process.

His style of leadership was driving me crazy. It was so floaty, flaky. It was protective...it wasn't directional, we were fluffing about. There was a lot of lack of direction, but there's focus come into it that has made a big difference. He's focused on building a team. I see him wanting to be accountable now (Int/GS--97/11/13).

The Role Incumbent himself spoke out his sense of the change he'd undergone.

I know that the desire for that kind of accountability started here inside, it was not just a legal obligation. The accountability piece is right. The back of it is I could be wrong, fail, or think "I am a failure." The change, though, is with the Board of Trustees, Board of Regents, and defining the roots of change, why we are doing what we are doing including Kings Mansion and Makapala. And then, of course, having to face [the founder]. It really had to happen with him" (Int/DB--97/11/06).

As highlighted in the chapter on personal perspective, the Role Incumbent did face the founder. Success with him moved that relationship on so that the organizational development could move on.

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<sup>15</sup> The Role Incumbent recalled the beginning of the Chancellor's Team. "That time frame was critical at its core. I was functioning in a context of leadership where I was safe relationally. I could address personal strongholds, as well as corporate strongholds. I was discovering issues in my own life, walking with them and having the freedom to walk out of them. [I was] developing an internal paradigm that "This is me," that puts pieces together of how I identify my own value, value of others, of how we grow, the effect of valuing identity on performance and valuing others, and formation of frameworks." (Int/DB2--97/10/23).



#### *5.6.4 Impact of the Regulating External Influence Program on the Role*

How had the Role Incumbent's movement toward increased accountability affected the role? The Role Incumbent's commitment to taking personal, emotional risks increased personal accountability. Later it increased corporate accountability. As a result, he more tightly defined the role. He heightened the quality of input-decision making-and-implementation in the organization. And, he improved morale.

Firstly, the Role Incumbent removed the role from its superhuman set of requirements. He began to carve it down into something much more manageable. He developed its shape by defining it in relationship to Role Set Members and their other roles. And yet, he kept his role from becoming so constrained as to limit his own flexibility and expressiveness. This increased role definition resulted from both personal and organizational factors. He increased personal security. He let go of the control through isolation that protected him in the early years. Organizational demands stemming from the growth and organizational life cycle of the university forced it. The next Role Incumbent will not have to form the role. Rather this next Role Incumbent will have to give it his or her own face.

Secondly, the Role Incumbent increased the quality of organizational functioning and structure. This occurred all the way from the staff level to the Board of Trustees. It resulted from his attention to several issues. He moved from exclusion to inclusion at multiple levels. He delegated real authority appropriately bounded. He improved functionality of his role set through improved definition of roles thereby reducing role ambiguity.

This Role Incumbent defined himself as a transitional leader. He saw himself mediating between the founding vision and the building up of that vision. He himself began an outward thrust for the academic side. Yet, he saw the next Role Incumbent would not have to bring order at the infra-structure level. Therefore, this Role Incumbent would likely bring more academic vision to the role than he had.

Thirdly, morale improved on campus. In the beginning of the Role Incumbent's tenure, one heard a constant murmuring. A sense of near exhaustion prevailed. Frequent terms heard tossed about were "burn-out" and "crisis management." Some dissatisfaction persisted. Yet, "burn-out" and "crisis management" no longer applied generally to this organization by the end of the research. Increased organizational stability moved the short term, staffing

mentality to a longer term one. The Role Incumbent contributed to that stability through accountability for his tendency to overwork and underplan. A future Role Incumbent would still need to concern him or herself with care for staff, staff training and development, and pastoral care. However, strong, organizational foundations would give a good place to begin from.

#### 5.6.5 *Specific Conclusions*

What specific conclusions can be drawn from the data and analysis of this chapter highlighting the Role Incumbent and role relations? Interpersonal relationships engage so much of a manager and/or chief executive's time. It represents a crucial area for managerial impact. At least three specific conclusions may be drawn from this chapter.

Firstly, the chief executive's *team* functions as an extension of him and his managerial agenda. He and his *team* must pull together in vision *and* action. To not do so seriously hinders the work of the organization. By focusing his managerial agenda to include *creating my own team*, the Role Incumbent reduced subtle but real disagreements. Additionally, he attracted people who would extend his own God-given vision. It differed in process though not in principle from that of his predecessor. His *team* did begin to work with and for him. As it did, the Role Incumbent dramatically increased his self-confidence, his personal and positional authority, and his impact.

Secondly, the program *Regulating External Influence* demonstrated how *exclusion* functioned as a mechanism to *create my own team*. A role episode illustrated this mechanism. However, it represented only one example of a powerful tool that the Role Incumbent used. Once the Role Incumbent had gathered Role Set Members oriented to his managerial agenda, he could become more inclusive. Additionally, he increased his capacity to hear and respond to influence attempts from a wider variety of Role Set Members as he became more secure in his role.

Thirdly, preparation, character and performance are all required for success within the chief executive role. The longitudinal data demonstrates the processual nature associated with each of these characteristics. Thus, there is no end goal for the three, but rather a continual development. Stopping that development for any reason threatens the Role

Incumbent's position. Conversely, continuing that development enhances it.

## 5.7 Summary

The Role Incumbent's commitment to accountability highlighted his functioning from an interpersonal perspective. Most importantly, this meant accountability to God. It meant accountability for the gifts and talents which he had received from God. It meant accountability for the vision God had given him. It meant accountability for those people God called him to lead.

Organizationally, it meant accountability to significant Role Set Members in the organization at all levels. This included his local team, but also those to whom he was accountable for organizational performance. Relationally, it meant negotiating performance standards, breadth and depth of support, and role flexibility. Individually, it required personal, emotional risks. His increasing measures of accountability contributed to increasing the quality of organizational functioning as will be seen in the next chapter.

**Chapter Six**  
**Expectation Enactment**  
**from an Organizational Perspective**

## 6.0 Expectation Enactment from an Organizational Perspective

### 6.1 Introduction: Commitment to Transformation

This chapter organizes the Expectation Enactment Analysis from an organizational perspective. It examines organizational parameters influencing the Role Incumbent. It looks at one of the Role Incumbent's Expectation Enactment Programs. It compares two role episodes from an organizational perspective. And, finally, it explains the relationship between the Expectation Enactment Program, the relevant managerial agenda item, and the Role Incumbent's impact from an organizational perspective.

#### 6.1.1 *Commitment to Transforming Organizational Identity*

The Role Incumbent took responsibility for leading the organization as it came to the end of a growth stage. He inherited the problematic consequences of this success, as well as the good will and organizational resources. Success had fueled growth resulting in fragmentation of efforts. Tasks got organized around people, not positions. People got assigned by availability not competence, and everyone did everything. Few formal accountability systems and policies operated. Short interest spans led to insufficient follow-through. And, management by expedience and/or crisis characterized the management style. The culture encouraged people to get a personal "Word of the Lord" and act on it. As a result, it produced too many directions at once. It focused on opportunities not problems. It spread the organization's resources too thin. And, it created the sense of prioritizing everything, thus nothing. The organization faced an identity crisis and required new structures, new definitions, and new ministry expressions.<sup>1</sup>

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<sup>1</sup> For example, in what Adizes (1988) called the Go-Go stage of life-cycle development, there's lots of vision and more is considered better. As a result, there were lots of visions encouraged at the beginning of this research. One in particular the Role Incumbent inherited was "The Farm," a piece of property that the university had a long term lease on. Unfortunately, the original visionary and subsequent individuals could never translate the possibility into reality. As a result, it represented a drain of resources--personnel, finances, equipment, administrative time, etc. Numerous examples such as this abounded.

Some other examples may give life to these observations. When the Role Incumbent took over, the Memo of Agreement--a commitment for a minimum staff tenure of two years--did not exist. As a result, staff felt free, and often encouraged, to decide to leave for another ministry whenever they felt led to. The result was that leaders made do with whatever staff they had, organizing what they would do around the people available.

As one example, the kitchen constantly was in need of workers and long term staff responsible for other areas would be pulled in to help serve both in short term and longer term capacities.

Or, as another example, there was little or no concept of a performance review identifying goals and achievements. For many, getting through the stress of another quarter was in and of itself an achievement.

In the financial area, in the early years of the research, the staff called the general fund the "black hole." It seemed to consume any funds they might have thought they had for their department or

The Role Incumbent inherited an organization at the end of one developmental stage, ready to pass to the next. His personality, leadership style, and relationship with the founder prepared him to carry the organization through its *transformation of organizational identity*. The following organizational parameters give the setting within which it occurred.

### 6.1.2 Parameters Shaping the Organizational Perspective

Parameters refer to the *givens* within the Role Incumbent's and Role Set Members' worldviews. They focus the definition of the situation agreed upon between the Role Incumbent and Role Set Members. Often times such parameters go unnoticed because of their general acceptance. The following will offer examples of the parameters contributing to the organizational functioning.<sup>2</sup> These include the organization's nature, characteristics, results, members, structure and crisis.

#### 6.1.2.1 Organizational Nature

As a Christian missionary-training university, the University of the Nations-Kona (U of N-Kona) staff and students committed themselves to know God and make God known. It incorporated as a non-profit organization. Volunteers living by faith staffed it. And, it functioned as one ministry among many within its parent organization, Youth with a Mission (YWAM). Each of these characteristics acts as a parameter in this discussion.

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work, and there was a strong desire to work around the system in order to create funds for the extras required.

Other examples abound. These examples illustrate what authors such as Pearce (1993) and Adizes (1988) have discovered regarding volunteer organizations and growing organizations. They are meant to indicate the organizational environment which the Role Incumbent inherited.

<sup>2</sup> While in many ways the organization was unique, parallels do exist. One operating quite successfully in the for-profit sector comes from Kets de Vries' (1995). He describes Richard Branson's leadership style and The Virgin Group company structure. (*Italics added to note commonalities with YWAM/U of N-Kona.*) He writes, "As an organizational designer, Branson is highly unusual. He has *no real corporate headquarters* (it used to be a houseboat on the Thames)...*Status and the perks of power are not for him.* To Branson, *decentralization is a religion.* He strongly believes that when there are more than seventy people in a building, they should be split into new entities or they risk losing their identity. The company's operating style is characterized by *informality, casual dress, a lack of hierarchy, a comfortable environment, and an absence of conformity....Lateral communication is the norm.* Branson likes the idea of the *boundaryless organization.* He *encourages people to move around;* he does not want them to be stuck in narrowly defined jobs. Furthermore, he feels that when someone has a creative idea, *that person should always have access to resources.* He believes in the concept that it is *better to ask forgiveness than to ask permission.* He likes people to *take risks,* but he also likes to manage the risks. And the reward systems for people who navigate the shoals of risk well are designed accordingly: *individuals who have creative ideas for new businesses get a piece of the action.* It is Branson's way of holding on to his executives. Basically, he is trying to create in his company a *community of people who collaborate and help each other and at the same time experience fun and excitement....he is following the simple school of thought that happy people are productive people*" (pp.147-148).

Committing to know God and make God known meant more than simply preaching Biblical principles in courses and seminars. It meant living out those principles in everyday life. The university's vision entailed "equipping nation disciplers." It prepared students, staff, short term workers, associates, and friends to be twenty-first century missionaries going anywhere in the world. Furthermore, it trained them to go to any sphere of society. There they engaged in evangelism, mercy ministries, and training. Thus the university updated St. Paul's premise of "becoming all things to all people"<sup>3</sup> for the late twentieth and early twenty-first century.

#### 6.1.2.2 *Organizational Characteristics*

The university also built on a heritage of early universities and Bible training institutes. The church has long committed to develop the Christian character of the leaders of its day. Advanced training and a missions focus comprised an essential part of this commitment. As part of YWAM, the university had several other distinctive characteristics.

Firstly, it operated globally--one of the first, if not the first, global universities united in vision and values. As such it had over two hundred branch locations around the world. It also linked to an additional four hundred and thirty more YWAM bases around the world.

Secondly, it required students to study on at least two continents. They also experienced regular trips to the mission field for further cross-cultural experience. The university intended these experiences to grow students in cross-cultural awareness and practical experience as well as provide hands-on experience of missions.

Thirdly, it used a modular system of intense, singularly focused courses. Students then applied the things learned into a field context through full credit outreach activities.

#### 6.1.2.3 *Organizational Results*

As a non-profit, it operated much along the lines that Drucker (1990) noted. As he wrote,

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<sup>3</sup> St. Paul wrote, "Though I am free and belong to no man, I make myself a slave to everyone, to win as many as possible. To the Jews I became like a Jew, to win the Jews. To those under the law I became like one under the law (though I myself am not under the law), so as to win those under the law. To those not having the law I became like one not having the law (though I am not free from God's law but am under Christ's law), so as to win those not having the law. To the weak I became weak, to win the weak. I have become all things to all men so that by all possible means I might save some. I do all this for the sake of the gospel, that I may share in its blessings" (1 Cor.9:19-23, NIV).

"The non-profits are human change agents. And their results are therefore always a change in people...in their behavior, in their circumstances, in their vision, in their health, in their hopes, above all in their competence and capacity" (p.112). The university committed to changing the lives of individuals it touched from all spheres of society. It taught students of all ages, nations, and backgrounds. It reached out to the poor and downtrodden through its outreaches and programs. And, it encouraged the preaching of the gospel in a multitude of ways.

#### 6.1.2.4 *Organizational Members*

Volunteer workers staffing the university "lived by faith." That meant they did not receive financial compensation from the organization for their work. Everyone from the Chancellor to the groundskeeper functioned on this same basis. Self-motivation remained high. However, staff members also felt free *and* encouraged to seek God's direction. As a result, they often moved from one place to another in a very short time. Therefore, much transience existed in the organization, especially in the early days of the research.<sup>4</sup>

#### 6.1.2.5 *Organizational Structure*

More specifically, the U of N-Kona had two characteristics of the organizational type Mintzberg (1983) called "missionary." It began with a simple structure in the form of a "normative bureaucracy."<sup>5</sup> It had little specialization *and* consisted of small bases in simple

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<sup>4</sup> Take the parent organization, YWAM. In 1994 of the 9546 full time staff members reported, approximately 5500 had been with the mission three years or less. At the U of N-Kona in the early part of the research, transient staff created a major issue. Many people committed for three to six months but not longer. The period of commitment got extended through a formal memorandum of agreement. It defined long term staff as those committing to a minimum of two years. Further developments continued to occur in establishing longer term commitments by core staff. These developments were essential to stabilizing the organizational infrastructure.

<sup>5</sup> As mentioned in Chapter 3, Mintzberg (1979, p.86) defined a bureaucracy as a structure whose "behavior is predetermined or predictable, in effect standardized." He developed this definition in studying the Missionary style of organization. It "achieves its coordination through the standardization of its beliefs, or norms (not to mention the standardization of its members, through selection)....The Missionary consists, essentially, of a group of people who know what they have to do and do it...with a minimum of supervision, work standards, action plans, performance controls, and all the other formal paraphernalia of structure. Its bureaucracy is inherent in its norms" (Mintzberg, 1983, p.371). Small groups working together to present the gospel had little need for specialization or complex decision making. Through enculturation members learned the norms better and better. Even so, the culture had so many complexities within it, that newcomers often wondered how things actually did work. That forced them to rely on other, more knowledgeable members in how to make decisions. Finally, the founder's ideal was Joe or Jane YWAMer, ordinary people doing extraordinary things with God, thus relying on God's empowering rather than any specialized skills.



environments<sup>6</sup>. These characteristics and others he identified aptly described early days of the university. However, by the time the Role Incumbent took over his role, the consequences of growth had appeared. The environment grew complex. Parts of the organizational work grew increasingly specialized.<sup>7</sup>

In the early days of the Role Incumbent's tenure, high levels of fragmentation existed. Department heads and/or program leaders initiated things. Often they did not know whether their activities complemented or conflicted with others' activities. The flexibility inherent in the approach represented a major strength. However, as the organization grew, the diversity had become problematic. An administrator and long time Council member knew the situation well. He liked to quote the last verse of the book of Judges in these cases. He would look up and slowly intone, "...and...every man did what was right in his own eyes" (KJV).

#### 6.1.2.6 *Organizational Crisis*

Autonomy, the pioneering spirit, and "go for it" mentality had made the organization. Its downsides now called out for a measure of order. The vision for the campus outstretched the campus' capacity to sustain it. The complexity of the organization began to overwhelm it. And, the inattention to finances and organizational support structures threatened to undo it. Thus, the Role Incumbent took over an organization which lacked attention to key elements within it. Growth, finances, organizational infra-structure, bottle-necked authority, and sluggish decision-making needed attention. The crisis was at hand (cf. Adizes, 1988).

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<sup>6</sup> The average staff per operating location in YWAM in 1994 approximated fifteen. The majority of YWAMers functioned effectively in extended families. They handled their finances individually. They often used whatever facilities they could find within their means. They kept the challenges they faced simple by the ministry commitments that they had made. They took as their task too preach the gospel in creative ways to people that had not heard it. Often times, these people lived in very simple environments with few if any goods beyond necessities, and sometimes not even those.

<sup>7</sup> In contrast to small YWAM bases, the U of N-Kona was quite large. It had as many as 350 staff people and 450+ students/quarter on campus and doing outreaches. The U of N-Kona often supported other YWAM bases and their activities. For example, these included educational outreaches to Uganda. There staff taught basic math done under the village tree with sticks, stones, and natural accessories. It included health care in India. Staff taught the community how to save their babies from dying of diarrhea. They used simple rehydration methods. And it included street dramas and mime where the majority of outreach team members only knew "hello" and "thank you" in the language.

### 6.1.3 Conclusion

Each of these parameters from the organizational perspective gave input to the organization as a system. They focused the definition of the situation agreed upon between Role Incumbent and most if not all Role Set Members. Therefore they generally operated without discussion. Seriously bringing them up for discussion guaranteed a debate. For example, volunteer organizations often go understaffed. They tend to function with a core and a periphery. The core staff carries the major load, and the periphery supports from the margins (Pearce, 1993).

On campus, outsourcing of certain jobs on campus initiated such a debate. The parameters got stretched. Operational efficiency did not justify the change from volunteer staff to paid workers.<sup>8</sup> Yet, the work required stability, skill, and longer commitments. The vision and values required a new interpretation that sustained the spirit of the organization. The debate continued until new understanding grew that gave that interpretation.

Such parameters were effectively boundary conditions. They defined identity by what operated within the boundary and what remained outside. For the Role Incumbent to impact the organization, he had a dual challenge. He had to function with these parameters *and* yet re-align them with the organizational vision and values. Re-interpreting vision and values and still remaining true to them presented him one of his greatest challenges.

How he processed internally and performed externally gives insight into his managerial impact as Role Incumbent. That impact from an organizational perspective reveals the university moving from one life cycle stage to the next (Albert and Whetten, 1985.; Greiner, 1972; Quinn and Cameron, 1983; Whetten and Godfrey, 1998). It also raised questions. Could the Role Incumbent address the fragmentation that had developed? Would he bring a renewed sense of order and direction to the university? Could the organization regain its vitality? These questions had no certain answers when the research began.

Comparing organizational results between his early and late tenure would provide some answers. However, that fails to observe any causal effects stemming from the Role

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<sup>8</sup> "Living by faith" meant raising financial support from family, friends, and churches rather than receiving a salary. At its foundation, it meant believing God to provide for all things. These included finances, even when no tangible means for that provision appeared evident. See *Is That Really You God? And Daring to Live on the Edge* by Loren Cunningham for a full description of this aspect of the organization.

Incumbent's internal processing and external performance. Therefore, showing *how* the Role Incumbent pursued his managerial agenda item of *transforming organizational identity* becomes important. In so doing, contrasted role episodes show the differences as a function of expectation enactment.

The next sections now develop these components in sequence. They begin with the Role Incumbent's managerial agenda item from the organizational perspective.

## **6.2 To Transform Organizational Identity: A Managerial Agenda Item from an Organizational Perspective**

*To transform organizational identity* was one managerial agenda item that the Role Incumbent focused on both implicitly and explicitly as he strove to fulfill his role as Chancellor. The tasks associated with this agenda item and their related activities will be explicated. This data will demonstrate how the Role Incumbent proceeded to generate his performance. Pursuit of his managerial agenda and the resulting expectation enactment instituted organizational changes. The next sections provide a picture of the tasks and activities required to do that.

### **6.2.1 Tasks**

The Role Incumbent desired to bring integration in the university. To do so, he acted on the managerial agenda item *to transform organizational identity*. He wanted to honor the vision and values of the parent organization. Yet, he also needed to bring the university to a new and functional identity (Albert and Whetten, 1985; Whetten and Godfrey, 1998).

Three major tasks associated with this agenda item. They included: 1) *establishing organizational infra-structure* (Tushman and Romanelli, 1985), 2) *defining organizational mission and vision* (Barna, 1992), and 3) *developing outward expressions* of the ministry mandate (Adizes, 1988). To do so he selected people, sometimes pro-actively sometimes responsively. He learned to delegate authority to them. He created space to support them and their talents. Finally, he championed their projects and programs.<sup>9</sup>

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<sup>9</sup> In many ways this championing continued the pioneering tradition of the founder. He was known for his desire to release young people to go for it. He took risks on young people, even as the Role Incumbent himself remembered his first preaching experience on the streets, "I was with him [i.e., the founder]

Through the process, the Role Incumbent discovered what authority he had to delegate. He knew much of what he wanted to do. Through the people he gathered around him he began encouraging actions to evolve the organization. Representative activities accomplishing these primary tasks now follow.

### 6.2.2 *Activities*

The Role Incumbent pursued a variety of activities from an organizational perspective. He read widely on organizational development and leadership. He spoke with colleagues from business and ministry about approaches to these issues. He invited organizationally minded professionals to join the university staff. He involved himself with business people in an on-going business and missions program. Finally, he acted as a consultant with other ministries on their organizational development needs. As a result he clarified his own approaches. The following specifics detail further activities contributing *to transform organizational identity*.

#### 6.2.2.1 *Establishing Organizational Infra-Structure*

The first role episode illustrates the organization's use of ad hoc teams. Such teams formed for a specific purpose, for a specific time period and then they disappeared. People left. The urgency diminished. The issue appeared completed. Then, the ad hoc team disbanded. The organization lost the "organizational memory" integrated within this tiny sub-culture. (Walsh and Ungson, 1991). This process produced the frequently heard question at that time, "Why do we have to keep re-inventing the wheel?"

The Leadership Council remained one exception as it continued over time. However, the Role Incumbent tended to work in isolation and wanted his own "team," so it did not function with full power. Formation of the Chancellor's Team contributed to the evolution of the Role Incumbent's role. It turned into an executive team (Hambrick, 1998; Hodgson *et al.*, 1965). As

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on the street. He was preaching and then we walked 400 meters down the street and he said "This is yours." The core of that was "he would take a risk with me" and this is a consistent piece with him. He's been willing to let his own reputation be spoiled with a bunch of younger people. That is really at the core of the mission. You pull that piece out and you lose a big part of who we are. This whole process is a reflection of the father-son process" (Int/DB-97/10/23).

such, it grew into a formalized function.<sup>10</sup> While both personal and corporate in nature, it operated for three plus years. The transition from ad hoc to established mechanisms went through the Chancellor's Team. It led to the Organizational Development Team. It also led to the Academic Leadership Team. The CT member who formed the Academic Leadership Team commented on this transition.

In the Chancellor's Team at that time, God was giving a team leadership experience where the three of us shouldered the weight together and with a healthy synergism. In faith, I was praying that dynamic would be multiplied and established in the campus. It needed to happen in academics. It presented a challenge to multiply that dynamic. It made sense to go down one level to multiply the dynamics. I worked in the infrastructure of the people and the dynamics of the hearts of the people. Our Chancellor Team relationships and how it worked was a reference for the character and quality I wanted to see in relationships throughout the campus (Int/DR--98/03/11).

Two years later in 1996, the Role Incumbent considered re-structuring the Leadership Council. He heard Council members' views on the power dynamic between the Chancellor's Team and the Council.

We have three concerns. 1) Lack of clarity on purpose and role of the Council. 2) Limited input influenced by the strength of the Chancellor's Team and the internal relations inside the Chancellor's Team in contrast to the lack of relationships and ownership of the Council at large. 3) And, the need for the right person for the right role where the structures and procedures could be dynamically adjustable (C--96/03/27).

After taking some time to process it he acted. He instituted a Summer Leadership Team

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<sup>10</sup> Hodgson, Levinson and Zaleznik's (1965) description of the executive role constellation captures essential features developed in the Chancellor's Team. "Each individual performed a specialized role. These roles were initially somewhat differentiated from each other. This differentiation was both symbolically meaningful and organizationally useful. Thus it tended to be reinforced and further developed during the existence of the constellation. Relations of trust and respect existed and developed among the executives, based largely on their professionalism. This facilitated the development of complementarity among their organizational roles, whereby cooperation was maximized and competition minimized among them. Over time, the role differentiation induced in the role constellation tended to move organizationally expected roles further and further toward the limits of personally acceptable role performances. This caused strains within the constellation that were terminated, in part, when outside events brought about the departure from the constellation of one of its members" (p.393).

which functioned as an alternative to the Chancellor's Team and broadened roles and responsibilities for others, including members of the Leadership Council. As he commented...

Six or seven years ago when we came to looking at restructuring the governance, I wasn't walking in authority. It wasn't integrated. Out of our need this summer it felt like where I wanted to go. There was a dynamic producing life in the Summer Leadership Team (C--96/10/09).

From this perspective, he initiated the Kona Leadership Team. Within it he formed two sub-teams, the Integrated Stewardship Team and the Community Life Team.<sup>11</sup>

The Role Incumbent instituted a series of these structural changes. They established on-going organizational mechanisms for perpetuating organizational memory. These continued to evolve. By the spring of 1997 the Kona Leadership Team was established. The Kona Leadership Team gave oversight to both the spiritual and managerial functions of the university.

Equally important, if not more so, the Role Incumbent re-organized the line structure. The new line structure changed the Vice-Chancellor roles. It removed the position of Vice-Chancellor of Operations and distributed that role's responsibilities among several of the directors. Additionally, the Vice-Chancellor of Academic Affairs assumed two functions. He acted as Director of Colleges and Centres locally and as the Vice-Chancellor of Academic Affairs internationally. A new post, the Administrative Director for the Chancellor, effectively functioned as Chief Operating Officer. Seven directors reported to him, including the Vice-Chancellor of Academic Affairs, and those responsible for Operations, Marketing, Student Affairs, Financial Services, Personnel and Human Resources, and Integrated Development. The Role Incumbent had put in an organizational structure to sustain the level

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<sup>11</sup> Reflection on the Summer Leadership Team led the Role Incumbent to comment on it half a year later. These comments capture the heart of his desire for senior leadership. He said, "This experience with the Summer Leadership Team started stirring something within me. It validated the whole, recognized diversity of gifts among us, but didn't separate us. The goal is to create an integrated model...a model that facilitates more focus in our individual roles, and with our corporate function being more focused, a framework with clear lines of authority...how we get things done, who really makes decisions, that honors diverse gifts with true accountability...more relationship between those who have to do with each other and whose decisions influence each other...helping define where each of us fits that affects that goal, and one that facilitates more relationship in our structure. (C--97/01/19)

of activity required for the university at this stage.

He continued his commitment to develop this structure by re-constituting the Board of Trustees in October, 1997. The Board received its first set of strategic objectives for the university in February, 1998. These objectives contributed significantly to *defining mission and vision*.

#### 6.2.2.2 *Defining Mission and Vision*

The Role Incumbent's style required time between inception of an idea and its outworking. Settling on a shared, organizational mission and vision took time as well. The first such attempt during his leadership occurred in 1994. The Organizational Development Team gathered input from the community and then formalized a statement. The Role Incumbent used this statement as a guiding principle, but the community did not widely use it. Then in 1996 the effort became more serious. He proactively included all senior leaders in a new effort. This process took two more years.

The time frame around 1995–1996 produced many shifts in the organization. The Role Incumbent decided to consolidate operations from Kings Mansion and Makapala campuses into the university. With this decision, he even more deeply committed to the *transformation of organizational identity*. As he said, "We had revelation [on the need for integration]. That one piece on integration took us another step down the track. We are a different people because of that" (CT-95/12/04).

An international dean commenting on the development of the Kona campus at this time saw these shifts and the processes involved in them. From his perspective, he felt,

The leadership infra-structure [the Role Incumbent] is setting up here gives me a sense of security. This is a place where we can process things, put things on the table, know they'll be heard, thought about, processed, and we'll be a part of what is birthed. There'll be ownership. This was the great frustration I've experienced [at other times]. Ownership was lacking and you'd find yourself with a baby that wasn't yours. Then you had a responsibility to care for it (Int/BT--96/09/18).

The Role Incumbent saw the integration of the two campuses, their programs, and their

students into the main campus in a broad context. He committed himself to live out what he led. This commitment showed in his own personal as well as corporate life. For example, campus leadership seriously accepted the responsibility to retire debt. Simultaneously, the Role Incumbent and his wife committed to get out of their personal debt and did so. He commented, "How can I lead in this if I myself am not committed to the same principles. What is in the head will be in the body. If I accept myself to remain in debt, I have no authority to lead us as a campus out of debt. And I am committed to not leave a legacy of debt" (PC--96). Similarly with regard to the live-learn vision, he and his family moved back to the campus. They wanted an intimate involvement in the live-learn setting with students and staff.

Finally, the Role Incumbent championed the strategic planning process. It involved everyone from the founder, Board of Trustees, and down in the process. It particularly involved the Kona Leadership Team. A key member of the Board of Trustees, himself a CEO, defined the Kona Leadership Team's challenge to pick up the results of this process.

I believe the Kona Leadership Team has the challenging task of making definitive decisions about who the U of N-Kona will be and what it will do in the next five years. If these decisions are left ungrounded...i.e., without clear measurable criteria and the mechanisms for maintaining accountability for meeting them...then we have failed in significant measure to live up to our potential in all that God has called us to do. We will tell stories of God's faithfulness, but will we point to how God has used us to practically equip those we are called to serve? I believe that this corporate strategic plan you're leading in [i.e., the Role Incumbent] is God's gift to us so we can answer, "Yes" to this final question" (SP--98/02/20).

Subsequent to this comment, the Role Incumbent championed next steps with the simple mission and vision statement. It included creating a matrix to define how to live out the mission, vision and values in the campus context. A positive response from staff met the presentation of this matrix. As a staff person from one college commented, "This is the clearest presentation I've ever heard and it brings what we are doing into focus" (Em/AM--98/08/18).



The organizational mission and vision might be clear. The organizational infra-structure might be established. The organization still needed visionary leadership. To lose it would remove the principal “component that gave it flexibility...environmental awareness...provided vision and...driving force for the [organization]” (Adizes, 1988, p.55). Infra-structure development and outward expression had to go hand in hand at this stage. The Role Incumbent also put his attention toward the latter of these two, and that is what comes next.

#### 6.2.2.3 *Developing Outward Expression*

The Role Incumbent involved himself extensively in ministry both in Kona and outside. He continued his involvement with the YWAM-Germany national leadership. He gave counsel to leaders in numerous ministries (YWAM, U of N, and other church and para-church ministries). He involved himself in outreaches, and so on.

Additionally, the U of N-Kona supported school outreaches and associated ministry involvements. For example, it worked *in* the Philippines, India, Ukraine, and Tonga. It worked *with* the First Nations people of North America, Polynesians in the South Pacific, and Albanians reconstructing their nation. It worked *toward* meeting felt needs of business people in missions, the media elite in tv and movies, as well as pre-school children in developing nations.

The university also supported numerous local expressions of ministry on the campus, in the community, and to constituents. However, event oriented ministry expressions prevailed over creating a coherent strategy. Evolution in both the role and the organization moved it toward a strategic integration of the university.

Early in the Role Incumbent’s tenure, Kona staff did extensive work on the master planning development of the U of N-Tonga campus. This represented the U of N-Kona’s commitment as a resource campus to develop a new campus in the region. This effort eventually produced a new campus. However, contributions to it as a corporate direction slacked off. Individuals and some schools from Kona became involved, but the corporate whole did not embrace it.

Similarly, YWAM international, YWAM Germany, individuals and some schools from

Kona involved themselves in Albania. They joined the U of N's Albanian development project soon after that nation opened in the early 1990s. The Role Incumbent took an interest and several of his close colleagues joined in the projects. However, the entire U of N-Kona campus didn't carry it as a Kona project. It was geographically more relevant to locate it out of Germany. Additionally, Kona's organizational structure did not support such a centrally focused project orientation.

However, in 1996 the idea of integrated, strategic targeting took on new meaning for the Role Incumbent. It came with the introduction of the Centre for Integrated Development concept. Related to this development, the Role Incumbent and an internal leadership team committed to four things. Firstly, be clear about God's direction already communicated (Word of Lord). Secondly, provide an on-going process to define those things not clear. Thirdly, challenge leaders at all levels to develop their own plans to support the direction and integrate the resources to achieve the goals laid out. Fourthly, provide clear alternatives for those who discovered that this direction did not fit their own (SA-96/09/07).<sup>12</sup>

Planning, staffing and implementing strategies had always gone on in the university. That was not new. However, this period produced a new commitment to integrating academic, operational, and ministry expressions of the university. A re-orientation began to occur. It moved *from* the pioneering, personal vision of *small teams*. It moved *to* the pioneering, personal vision *integrated into the larger context of strategic plans*.

At this time in 1996, the first efforts toward outward focus began with attention to integrated outreaches. With the opening of work in Nanning, China in 1997-98 the practical laboratory of the outward thrust toward Asia took form. It offered a focal point of attention. It also stimulated integrated college course work involving the College of Education and the College of Counseling and Health Care. Simultaneously, it corresponded to the Role Incumbent's own personal interests. In 1998, he and his wife completed the adoption of a four

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<sup>12</sup> The Role Incumbent defined what the multi-leveled leadership team had agreed upon. This included that 1) God has called us to play a role in the discipling of nations. 2) Our primary focus is the equipping of individual nation disciplers. 3) Our focus is primarily personal, not geographical. 4) We are committed to developing the unique gifts and calling God has given us as a U of N campus. 5) We are committed to developing an integrated framework for understanding and implementing the concept of discipling nations. 6) We need to partner with other ministries and organizations to accomplish our mandate, and encourage many to be with us in Kona. 7) We are committed to utilising the advantage of short term activities to accomplish our long term goals. 8) We need to plan, staff, and develop implementation strategies to meet these goals. (Wrt- 96/09/07).

year old, Chinese girl from the Nanning orphanage.

By the end of this research, the full extent of the university's outward expression could not be seen. However, the elements of an integrated, strategic outward expression stood in place. The Role Incumbent's response to the Board of Trustees' invitation for strategic objectives included it. The Kona Leadership Team had released a pilot project into Korea, focused on North Korea, as an expression of it. Support for a Hawaiian outreach through the Impact World Team encouraged it. And, the mission and vision work done up through 1998 supported it.

### 6.2.3 Conclusion

So in conclusion, the Role Incumbent took the university toward strategic, ministry targets. The Role Incumbent spoke it out during strategic planning sessions.

This mandate starts for us in Hawaii. And it is strategically focused into the Pacific and Asia regions. Through our discipling and service, we will bring a long term investment of the kingdom [of God]....There are three standards I have for evaluating where we are...having 1) specific targets and a process to identify them; 2) a growing relational network into those targets; and 3) a buying in by the campus at large (SP--97/12/20).

The Role Incumbent grew in personal confidence about the direction he wanted to go. He increased the support he had from Role Set Members for that direction. And, he created organizational results that built success upon success. All these factors contributed to the Role Incumbent bringing greater personal, role and organizational definition.

The above discussion reveals the general application of expectation enactment. It orients around the managerial agenda item, *to transform organizational identity*. The next step requires a more precise understanding, however. It needs to address the structure of expectation enactment and key questions. How can specific role episodes be viewed in light of expectation enactment? How do role episodes contribute to role development? What is the impact of the Role Incumbent's Expectation Enactment Program on the organization? The following sections address these questions.

### 6.3 The *Go For It* Expectation Enactment Program: A Structural Analysis

#### 6.3.1 Introduction

An Expectation Enactment Program involves both the internal processing and the external performance of a Role Incumbent. It establishes expectations within Role Set Members for the Role Incumbent. The Expectation Enactment Program itself produces expectations. The situation in which it is used also creates expectations. Some enacted expectations may be intended while others are not. Contextual elements play an important part here. They modify the meaning of the Expectation Enactment Program.

The comparison of the two role episodes in this chapter illustrate the influence of contextual elements. The program itself will be detailed. Then the two examples of role episodes and their role episode analysis will follow.

#### 6.3.2 The Expectation Enactment Program: *Go For It*

The Role Incumbent believed in the *Go For It* program, one of *the* most successful culturally accepted expectation enactment programs.<sup>13</sup> It promoted the release of young people's gifts so they could use their lives to reach the nations. It entailed the belief that "nothing is impossible with God." It exhorted people to "believe God for great things." It presupposed access to God's wisdom, strength, and strategies. It encouraged faith to overcome whatever obstacles might hinder them reaching the goal. With it as a primary cultural expectation enactment program, Youth with a Mission (YWAM) grew rapidly as an organization. It began with a small band of trail-blazing pioneers in the 1960s. By the late 1990s it grew to over 12,000 full-time staff and over two million people touched by its programs.

In the Role Incumbent's case, this program demonstrated a personal desire to *be who I am*. It also created space for others to *be who they are*. It supported his pioneering orientation and the organization's *Go For It* mentality. The Role Incumbent also generalized this program

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<sup>13</sup> YWAM and the U of N took a key aspect of its mandate from Jesus' Great Commission, "Go into all the world and preach the good news to all creation" (Mk.16:15, NIV). They emphasized the going. The culture supported young leaders being released to do "great things for God." As expressions of this commitment, the U of N-Kona named its conference services center on campus the *Go Center*. *Go Teams* focused short term missions outreaches, and *Go Fests* mobilized many for missions through conferences.

beyond exhorting youth into missions. He encouraged staff members, colleagues, and friends to try new things. He exhorted them to explore new opportunities, and fulfill their potential. He also used it with himself in his own development as chief executive. This meant taking risks with situations that he did not fully control. It meant trusting Role Set Members to take risks for him.

The two role episodes that follow show its use in an established organizational context. A structural analysis shows how this Expectation Enactment Program functioned.

#### 6.3.2.1 *Situation and Trigger*

1. Situation: A need or an opportunity reached a threshold that required a response. Often it originated in or through prayer. The *Go For It* program released people to pursue their vision or dream. It depended primarily on the pioneering initiative of that person to fulfill it.
2. Trigger: An external opportunity appeared for which a person or a proposal offered a solution. The Role Incumbent after consideration would indicate *Go For It*.

#### 6.3.2.2 *Sequence*

1. Opportunity presented itself with a loosely defined goal and little analysis. Role Incumbent evaluated and said yes to it.
2. Role Set Member accepted the responsibility and went for it, often with limited resources and high faith level.
3. Role Incumbent always encouraged, supported, and never judged. Any initial or subsequent input would be to orient its direction out of his years of experience, but not be directive.
4. Role Set Member pursued and persevered toward the end of the project or task.
5. Role Incumbent covered the project. He was positive even if it seemed to fail.
6. The Role Incumbent defined success in terms of learning and experience. He took responsibility for his part in such projects. He willingly humbled himself if things went wrong.

7. Role Set Member(s) most often defined success in terms of project results. They often attributed failure to resource limitations. These might include one's own experience or competence, people, finances, facilities, equipment or systems.

#### 6.3.2.3 *Results*

1. It released many people to try things out that they might not have otherwise. It created an atmosphere that much was possible.
2. It depended on the context and the person.
  - a. Ministry contexts did not necessarily require specific outcomes. Organizational contexts often carried negative personal or organizational consequences if outcomes remained unmet.
  - b. The program originated from a commitment to release the ordinary person to do extra-ordinary things with God. Typically, people involved in skill-based, maintenance type activities found it a more difficult program to work with. For self-motivated, skilled, and adventuresome persons, it worked well. For those used to having boundaries established and expectations defined, it did not work as well.
3. Organizationally, it produced a freedom to follow one's own vision. Often this included limited accountability. It also produced a measure of confusion and frustration over the constantly changing landscape.
4. It provided a strong basis for organizational change due to the Role Incumbent's own willingness to go for new things that would make a difference.

#### 6.3.2.4 *Effects on the Role*

1. Expectations enacted

They varied according to context and person. For many, it created expectations that they could pursue their dreams and goals, often with a freedom discovered for the first time. It also created questions about reality and illusion, unbelief and faith. General expectations changed over the course of the research. Early on it demoralized many who could not figure out the system. As organizational resources became more available, support for individuals *going for it* increased. With these

resources and basic guidelines, morale increased as did productivity.

## 2. Shaping of Role Set Member behavior as a result

The constantly unfolding scenarios produced a recurrent sense of fresh hope and a stirring of faith. Role Set Members more focused on what they called “reality” attempted to address the dysfunctional.<sup>14</sup> They affirmed its benefits, but desired to correct its limitations. Over time, they and the Role Incumbent became increasingly successful. The process carried a cost, however, as numbers of people got burned.

## 3. Evolution of the role

Initially, it maintained the role. However, as the Role Incumbent gave the *Go For It* to his own team, they applied it to changing the organizational infrastructure. This contributed to significant movement in his role. It became more defined in terms of building an organizational bridge to the future, and less in terms of the constant new vision. The Role Incumbent learned and grew as a chief executive, and the organization came into greater order as a result.

## 6.4 The First Role Episode

### 6.4.1 Introduction

This role episode illustrates the Expectation Enactment Program, *Go For It*, and focuses on the loosely coupled organizational structure during the early days of the Role Incumbent’s tenure (Weick, 1976). The transformation led by the Role Incumbent tightened the organizational coupling. This familiar phenomenon paralleled research in organizational life cycles. It often occurs with the transition from a visionary driven, founder-led organization to a steady state, team-led organization (Adizes, 1988).<sup>15</sup>

Comparing the first role episode and the second shows dominant characteristics over

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<sup>14</sup> For these people, “reality” was contrasted with what was called vision, but experienced as “illusion.” Vision in this context was actually understood by visionaries as a future reality. In the organizational life cycle stage it was leaving, the organization had grown because of these future realities, spoken out, pursued vigorously and created. At this stage, the corporate sense had turned. Too many visions and too few resources meant that new words of vision spoken often created groans as staff felt the burdens of what one called “making bricks with no straw.”

<sup>15</sup> This research shows, among other things, how the Role Incumbent increased the demand for his own accountability. It also shows the tightening of organizational coupling through systems, structures and policies (Weick, 1976). All of these contributed to the organizational transformation process he desired to lead.

time. The comparison shows a key distinction involving delegation and power. In the first role episode, the Role Incumbent used the *Go For It* program to delegate, but without power to implement. This lack of power stemmed from a lack of *active* personal and organizational supports. In the second, he knew he wanted the re-structuring. He also knew that these two Role Set Members could help him formalize that. So the second role episode represents a type of delegation with power. The first represents delegation without power. This distinction illustrates the increased power the Role Incumbent himself had by the time of the second role episode.

#### 6.4.2 *The Role Episode Described*

The Role Set Member in this interview acted as interim director of operations. He later became director of the Organizational Development Team. The Organizational Development Team spearheaded the effort to bring new systems into the organization. This included a mechanism for writing and implementing policy two years after this episode occurred.<sup>16</sup>

In 1993, I was interim director of operations. We had a proposal to put together a policy manual. The campus had never had a formal manual. Our policy had been made on an ad hoc basis by whoever happened to be in the firing line at the moment. We all thought that if successful, we could bring more order to the organization. That would have relieved morale problems we were facing due to a lack of policy, procedures, and guidelines.

[The Role Incumbent] sensed the need for policy and guidelines, but not as a compelling priority. He often ended up being the decision maker on issues that policies would have enabled others to decide on. On the other hand, he didn't push something like this. We all felt a tension over putting out written policies.

Two pulls created the tension. On the one hand, a strong cultural ethos echoed the counsel of a consultant to the parent organization. He'd said that mission agencies tended to lose their vitality around twenty five years in existence. He attributed that, in part,

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<sup>16</sup> The Role Set Member was also the researcher and author of this thesis.



to institutionalizing policy.

On the other hand, the general staff exerted a lot of pressure. They wanted to know what to expect, who to go to for what, and how they could get specific things done. The organization no longer operated as a small, family based operation. The need for definition cried out.

In this ad hoc team's first meeting, we discussed this tension. On the team were a number of staffers who'd been involved in two previous attempts to put together a policy manual. Both had failed. They had felt the silent and subtle pressure of the cultural ethos *not* to make a policy manual, not to write these things down and use them.

The Role Incumbent was encouraging to us in the team as we proceeded to write up the policies. His approach was to allow it to happen, and if it didn't, well that was ok, we'd solve the problems some other way. [The Role Incumbent] left us to do our business.

It soon became clear to all of us that this was another effort that would not make it. We had no way to actually enforce the policies. It felt like some perhaps wanted policies but we as a culture weren't prepared to pay the price of having them.

The team kind of ebbed away, and the chair of the team couldn't enforce continued work. Neither did we as members feel that this work would make the difference that we all wanted to see made. [The Role Incumbent] accepted this condition. Personally, I felt the power of the cultural ethos. There was a certain fatalism that ruled because of the sense that this could not be done. People wouldn't accept policies, or somehow to have them written them would violate the spirit of the organization.

It was only later after about two years that we successfully came back around to this issue and actually began to produce workable policies. We faced some of the same issues. Though this time we formed the Quarterly Management Team. It began to produce recommended policies that the Leadership Council could institute, and we began slowly to enforce them.

### *6.4.3 Role Episode Analysis: Role Episode One*

#### *6.4.3.1 Introduction*

This analysis begins to show changes in the Role Incumbent, his relationship with Role

Set Members, and changes in the organization. The Expectation Enactment Program, *Go For It*, itself remained . Yet, the power behind it resting in the Role Incumbent himself and his position changed significantly. Success rested in the Role Incumbent's management of his managerial agenda.

#### 6.4.3.2 *Situation and Trigger*

While much informal and word of mouth policy existed in the university, little had been systematized or written down. Two previous attempts at producing a policy manual had failed. The Role Incumbent received a proposal to formalize existing policies and create new ones needed. He recognized the regular call for policies and procedures by those required to answer policy related questions. In addition, encouragement of the previous Vice-Chancellor of Operations triggered this action. On that basis, he initiated the effort, a result of the *Go For It* program.

#### 6.4.3.3 *Sequence*

<p><b>RI: Set up policy team. Open to a change, but not pushing for it.</b></p>	<p><b>RSM: Accepted invitation to be on team. Hoped to see organization move toward greater order.</b></p>
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The Role Incumbent had a dual relationship to change. On the one hand he emphasized he was not satisfied with the status quo. Yet he did not pro-actively create change himself. Rather, he used the *Go For It* program as a primary means of bringing about change through others. In the early years of his tenure, the Role Incumbent had not yet well defined the scope of his authority or boundaries on his actions. The Role Set Member had intentions consistent with the mandate of the team. He himself wanted to persevere to see that mandate fulfilled.<sup>17</sup>

**RI: Encouraging team members**

**RSM: Taking a wait and see attitude**

The Role Incumbent operated as an encourager. He would naturally find something to

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<sup>17</sup> The Role Set Member took a longer view. It suggests the importance of time frame in evaluating expectation enactment. That is, what time frame do the two or more parties to the expectation enactment hold.

encourage in the process. For the Role Set Member, the encouragement did not increase motivation due to previous experiences within the culture. So, while the Role Incumbent can enact expectations, the culture also had enacted an expectation, that of a *wait and see* attitude. The interaction between previous history with the culture and the Role Incumbent led to this expectation which the Role Set Member held. A release to act did not automatically mean implementation would occur. With increasing complexity, the number of potential interruptions also increased. Bringing order increases alignment and facilitates getting things done.

**RI:** Allow it to happen, not directly involved

**RSM:** With the team let the effort die. Felt the power of the cultural ethos to thwart the effort.

This characterized the Role Incumbent's approach to organizational matters. It appeared to be a cultural approach as well, borne out of a trail-blazing, pioneer mentality. It later became clear that the organization in transition required more of a pioneering, settler mentality. The Role Incumbent allowed this mentality to develop over the period of his tenure. *Go For It* as a program characterizes visionary and start-up contexts (E.g., Adizes, 1988). Later in an organization's development, introducing other Expectation Enactment Programs provides support for key initiatives.

**RI:** Accepted the result and moved on.

Not pressing, and accepting that the team failed to complete its mandate, he avoided conflict. The Role Incumbent avoided conflict skillfully. That skill has its upsides and its downsides. On the upside, he maintained his positive internal states. They allowed him to function in a very hectic environment. On the down side, failing to address issues contributed to consequences requiring even more time, energy, and effort.

6.4.3.4 *Result and Conclusion*

The ad hoc team did not pull together a policy manual. The effect reinforced the attitude that the culture wouldn't allow it, at least at that time. The Role Incumbent enacted

an expectation that the system had neither power nor authority to establish such policy.

This role episode serves two purposes. Firstly, it illustrates a specific role episode which can be analysed in expectation enactment terms. Secondly, it shows organizational conditions influencing the Role Incumbent as he pursued his managerial agenda.

It may be noted that this description comes only from the point of view of the Role Set Member. It gives the Role Set Member's report of the effect that the Role Incumbent had on him, i.e., the expectations enacted. Future work might well be done on the evolution of Role Set Member expectations over time as a function of interaction with the Role Incumbent.

The next role episode shows the development of the Role Incumbent as he pursued his managerial agenda. It also highlights organizational shifts.

## 6.5 The Second Role Episode

### 6.5.1 *Introduction*

This role episode illustrates the *Go For It* program. It shows the personal and positional authority that the Role Incumbent gained over the course of four years. The Role Incumbent increased his self-confidence. As a result, he more willingly defined organizational direction and influenced his role set in that direction. Additionally, he grew in authority and delegated more of it. While not always knowing how to reach his goals, he attracted qualified people and trusted them to help reach them. The following role episode shows one way in which he impacted the *transformation of organizational identity*.

### 6.5.2 *Role Episode Described*

This Role Set Member held the post of Administrative Director for Operations. He came on university staff after successfully turning around the struggling administrative functions of a church school. Previous to that he had spent more than thirty years building up a group of four large companies. The university's unique environment challenged him greatly. Its culture and organizational rules functioned so differently from business cultures and even the church school culture. While he saw a willingness in the Role Incumbent to change, he too demonstrated a willingness to change. In this interview, he reflected on events illustrating growth in the Role Incumbent and the organization.

There were two distinctive things [the Role Incumbent] did that I see making a big difference. The first was appointing the Vice Chancellor of Operations to his position in 1995. That gave us the authority as well as responsibility to begin making changes.

The second thing was to restructure in 1997. We put together the seven different groups covering the different spheres within our university, to meet together as a team. We began to find people to fill those positions. Before that you had the Chancellor's Team, but they were working through so many other areas that they hadn't gotten to implementation of vision. With regard to mission and vision we had been just continuing to do what we had been doing.

I remember one day the Vice Chancellor of Operations and I went to [the Role Incumbent's] house and we talked about the restructuring into these seven areas. He didn't say no, but I don't think he fully understood it. He had a long row ahead of him. He didn't know the implications of what he'd face with the Council. He committed before he realized all of that. He said OK, though, and we began to discuss how to do it.

Simultaneous with that he had to ask the Council to lay down their positions. As a result, we had to come up with another structure that had to work. [The Role Incumbent] got pretty stressed there because he knew he'd gotten himself into something. Part of him wanted to run, part of him knew that was what it'd take, I mean the heat he got from the Council. In the end he stood pretty tall. The new structuring of the senior leadership teams was a big deal.

[The Role Incumbent] has shown a willingness to make these changes organizationally. I think he had to see all of this stuff, and he's gotten more confidence in taking such steps. He doesn't understand it all, but it doesn't intimidate him as much. He doesn't have as much fear. He didn't know if the mission would accept it, if [the founder] would, the other leaders, the people around our base. I think he's found it to be accepted, and that people like it. It gives people more security, and we haven't really even fully done it. Each time a revelation hits, there is more of a confidence factor. He's allowing it. He could have shut it off and not gotten to first base. He's allowed it to get it into structure. Implementation is the next challenge, to really implement that team.

### 6.5.3 Role Episode Analysis: Role Episode Two

#### 6.5.3.1 Introduction

The following analysis provides the second half of the comparison between role episodes. The *Go For It* Expectation Enactment Program remains the same. However, in this one the Role Incumbent acted with a greater sense of self-confidence and personal and positional authority. At the same time, it also demonstrates that personal development in role continues. The Role Incumbent embraced the consequences of the *Go For It*. He pressed through to a conclusion which re-structured the organization.

The Role Incumbent originally intuited and then increasingly came to conceptualize the needed changes. He also appropriated the power necessary to enact the changes--in himself, his Role Set Members and the organization. This result emphasizes the importance of the Role Incumbent himself and how he used the program...not just the program itself. It shows how he empowered his managerial agenda and became increasingly successful in achieving it.

#### 6.5.3.2 Situation and Trigger

The Role Incumbent began thinking of change and restructuring the leadership functions a number of months before it occurred. Increased organizational functionality highlighted new needs. One included improving his own functioning with his senior leadership. He began to take steps in that direction with the formation of the Summer Leadership Team. This role episode occurred in the early fall following that summer experience.

#### 6.5.3.3 Sequence

**RI: Meet with Vice-Chancellor of Operations and Administrative Director of Operations at his home**

**RSM: With Vice-Chancellor of Operations, presented leadership re-structuring proposal**

The Role Incumbent used his home to extend hospitality as one of the "instruments" of his leadership style. Meeting there made for a more informal venue. It created a change of atmosphere from his office. It provided a more relaxed exchange.

This proposal continued the process begun with the formation of the Organizational Development Team three years prior. As such it also highlights the *Go For It* program used to release that team.

**RI: Gave time, didn't fully know the implications. Willing to say yes and take the consequences.**

**RSM: Released to continue discussions on the how-to along with Vice-Chancellor of Operations and others.**

The Role Incumbent blossomed in relational dynamics, not so much in projecting future implications. At the same time, his characteristic openness to new possibilities created his ability to say *Go For It*. The Role Incumbent took a risk. He desired change and trusted the Vice-Chancellor of Operations and Administrative Director of Operations. The *Go For It* program often involves such risks.

**RI: Asked the Leadership Council to lay down their positions on the Council.**

**RSM: Now *had* to be part of coming up with another structure.**

The Role Incumbent had asked the Council to submit their resignations once before in 1992. The founder had as well during his tenure in Kona. He did it differently this time. His proposals excluded some of the previous Council members. He did not intend to disparage their contributions, but wanted to do new things. Part of the heat he took resulted from who he was asking to step down. More importantly, he used a flawed process to do the restructuring. Even so, he persevered both organizationally and relationally.

**RI: Persevered through tough times. Appeared to want to run, but hung in.**

**RSM: Felt the RI "stood tall." Encouraged at his willingness to change.**

The Role Incumbent took an emotional and relational risk. Emotionally, he dealt with the internal conflict of going one direction and knowing others disagreed with it. Relationally, he approached the external conflict by being definitive. He asked some people to step down. He accepted the reality that not all agreed with him. Being such a positive, relational person, he found this difficult. His conviction about this new direction helped him persevere. Such perseverance in the face of obstacles also characterizes the *Go For It* program. The Role Set Member saw the challenge to the Role Incumbent and his respect grew with the Role Incumbent's response. Their relationship benefitted. This became important as the Role Set Member entered the new role of Administrative Director for the Chancellor.

#### 6.5.3.4 *Result and Conclusion*

The Role Incumbent did re-structure his senior leadership team. Lack of inclusion made the process relationally difficult. The Role Incumbent pursued Role Set Members affected relationally over time and for the most part re-established relationships. The new structure foundationally established “his team” in the organization at this level.

The expectations created included increased respect and anticipation of increased functionality with the senior leadership as well as increased frustration for some because of the process. He communicated that he would make tough decisions, and did. He made it evident that the changes would bring increased order. He continued to pursue people relationally. And, he engaged the consequences, positive and negative, to move the organization to where it needed to go.

This role episode illustrates a deeper integration of the *Go For It* program in the Role Incumbent. He in fact applied it to himself. His motivation to pursue *transforming organizational identity* increased. He took risks, endured the consequences and persevered through to successful results. All three of these characteristics show a person being encouraged to *Go For It*, and in fact doing just that.

### 6.6 Conclusions for the Chapter

#### 6.6.1 *Introduction*

This conclusions section offers an overview of expectation enactment seen from the organizational context with specific attention to its impact. It raises questions as well as comparing role episodes, looking at general expectations enacted, and the impact of the Role Incumbent’s *Go For It* program on his role. Specific conclusions bring this section to a close.

##### 6.6.1.1 *Differentiating the Impact*

One cannot assume that all impact is a function of expectation enactment. So the question is, “How does one differentiate the impact? What is, and what is not, a function of expectation enactment?” This chapter offers three ways to view this differentiation. Firstly, it documents his attention to the primary organizational item on his managerial agenda. Secondly, it highlights the structural components of the *Go For It* Expectation Enactment



Program. Thirdly, it offers a comparison of role episode differences.

#### 6.6.1.2 *Expectation Enactment and Cultural Support*

The chapter also highlights the interactive effects of culture and chief executive initiatives. In this particular case, it shows the effect of the culture not fully supporting the chief executive. It shows that a Role Incumbent's expectation enactment efforts, in and of themselves, may not create organizational impact.

#### 6.6.1.3 *The Effects of the Expectation Enactment Program*

This concluding section looks at the effects of using the *Go For It* program. It elaborates them in light of the three things...the role episodes, general expectations created, and the impact of the *Go For It* program on the role and the organization. Finally, it draws three specific conclusions from the data and analysis in the chapter.

#### 6.6.2 *Comparing Role Episodes*

An international dean captured the tension of doing things in the YWAM style and the emerging needs of an university style. Here he highlighted what the Role Incumbent had to face,

YWAM has had a very loose structure. People who have been structured haven't stayed long because it's been so frustrating. Good management people come in and go out, nothing to relate to. I'm thinking of some of our earlier staff who couldn't handle it. On the U of N side, we are forced to have structure if we are going to be a University. This puts into Kona, questions concerning some of our YWAM values...like *hearing the voice of the Lord*, each one hearing the voice of the Lord, and doing their own thing (and not being able to tell people what to do) with very little coordination" (Int/BT--96/09/18).

This quote illustrates a consequence of the unmodified *Go For It* program from an organizational perspective. However, as a counter-balance, this same program brought the organizational growth and development seen in the second role episode.

The ability to contextualize when, where and how to use this program became a “difference that made the difference” in the Role Incumbent’s growth. Initially, as seen in role episode one, the Role Incumbent gave a loosely defined goal to an ad hoc team. Being unconnected to an organizational structure, it lacked authority and leverage to enforce what it would produce. Role Set Members accepted the task/mandate with questions as to whether it would produce results. They recognized the lack of supporting resources. These included cultural, organizational (e.g., people, policies, systems and structures, facilities and/or equipment), and financial resources. After the effort failed, the team quickly left it behind. They did not stop to reflection on why or what might have been done differently. Neither an organizational thinking style nor infra-structure supported such reflection.

However, the second role episode illustrates a similar context and trigger with a different outcome. The Role Incumbent listened readily. He had thought about this area of re-structuring but had not yet formed a concrete plan. Two Role Set Members presented a proposal. He realized the proposal implicated him. It suggested a way to re-form the most significant leadership structure in the organization. He did not know the full implications of that. At the same time, wanting to move forward, he agreed that the Role Set Members could *Go For It*. They satisfied the conditions for success. They had the skill to produce more detailed planning. The Role Incumbent could then use their plans as the structure for his own decision making. Additionally, the organizational environment offered a conducive climate for making changes. The proposal and follow through left something to be desired. However, the program actually functioned to bring about the Role Set Members’ action. It helped create the Role Incumbent’s responses to the reactions that were caused, and move the organization ahead.

### 6.6.3 *General Expectations Created*

Among the more general expectations that the Role Incumbent created, several stand out. Firstly, he committed himself and the organization to integration, the driving force for him behind *transforming organizational identity*. This *internal* drive toward integration motivated his desire for change rather than any external pressure. He undergirded his personal and organizational commitment to integration with the conviction that God wanted

unity, integrity, and cohesion. Integration became an orienting expectation he enacted. This was true particularly for those involved at the operational level of bringing it about.

Secondly, he consistently used processes fraught with pit-falls, some of his own making and some a function of the system itself.<sup>18</sup> He tended to process internally, avoid consultations, and form firm conclusions. His internal processes then produced communication problems. He became more aware of the problems and more inclusive as a result. At the same time, he acknowledged the need to stay in a learning mode. As the organization became more functional, Role Set Members grew in their expectation that integration would produce order in the organization. This meant that processes became increasingly institutionalized. They took the burden of constantly devising "processes for the moment" off the Role Incumbent. In effect, he transitioned from using the *Go For It* program on an individualized level to using it on an organizational level.

Thirdly, he communicated the expectation of his openness to input. He did it from upfront in staff meetings. He did it by developing his "team." He set mechanisms in place. He took feedback to do these things. And, he wanted support and would listen. One of the members of the Integrated Stewardship Team and therefore the Kona Leadership Team expressed this sense by saying,

I was invited to be on the team. When I was introduced to the rest of the team, I could see that this is a group of people he needs around him.

He's saying, "I can't do this alone. I need your help. I'm humbling myself. I need you guys to advise me and counsel me. I'm giving you authority as well. I'm empowering you. In the same way you are empowering me, I want to empower you."

I felt that, I sensed that, it was communicated clearly to me anyway. That didn't mean I didn't have questions. I still do (Int/EM2--97/10/30).

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<sup>18</sup> In the critical Kings Mansion/Makapala decision mid-way through the research, the process used was acknowledged as poorly done. One person expressed it as "using God's things but man's techniques." This referenced the Bible story of King David moving the ark of the covenant by his own means rather than by God's means. Death resulted for one of those involved in moving it. The Role Incumbent's decision to launch an alongside, for-profit bookstore gives another example and the restructuring of the Leadership Council yet another. In all of these, Role Set Members came to expect that the process for walking out decisions was systematically flawed. However, also characteristic of senior leadership was a readiness to acknowledge the mistakes and to move on. As one senior leader said, "We as a Council need to come to repentance because of the processing. The processing was not done right....I want to make it known that I can make mistakes" (C--96/02/21). And this characteristic humility was a significant character trait which the Role Incumbent led in and exhibited continually. By the end of the research, institutionalizing of the *Go For It* program, in contrast to individualizing it, had significantly reduced the mis-fires due to poor process.

At the same time, the Role Incumbent communicated clear intentionality as to direction and what he felt important. For example he said, "From our discussions in the Council, it is clear that the U of N-Kona is to be oriented around 1) a singular vision, 2) with integrated live-learn values, and 3) integrity in our stewardship of resources." Furthermore, he said,

To what degree is the mandate in this place integrated in my life? Am I willing to say YES to what is inside of me?" The critical thing that God is trying to focus us on is integration in multiple levels. How do we integrate family? How do we go to the nations and be free to have integrity? That we are free to talk about what is at home. That is integration. The integration in our finances. Can we go to the nations in integrity when our finances are out of shape?

Uniformity is everyone living on campus. Integration is live-learn. It will be answered in our lives. If the drive inside of you is that somehow we have to make something work financially, if that is the goal, we have missed it. That is the occasion, not the cause. The challenge is clear leadership. I feel that I do have clear direction (C-96/02/21).

These comments simply highlight the Role Incumbent's on-going commitment to the theme of integration, which acted as a compelling force for him underlying his desire to see the university become all it could be.

#### *6.6.4 Impact of the Go For It Expectation Enactment Program on the Role*

How then did the *Go For It* program impact the role? Firstly, the Role Incumbent used his orientation to *Go For It* and applied it to organizational change. In the process he grew in his understanding of the breadth of this program. He adapted it to the changing organizational conditions. For example, he increased his delegation of authority which occurred through teams and other organizational mechanisms. These mechanisms supported the Role Incumbent's increased accountability. They broadened the basis for decision-making. They improved the quality of overall decisions made. They increased the coherence of the

university's mission and vision being lived out. Such delegation relieved the Role Incumbent of the pressure to *have* to be too many things to too many different people. As a result, the role became better defined. More people knew what they could and should not expect from the Role Incumbent.

Secondly, the Role Incumbent's organizational learning rate grew. He set up complementary roles and filled them with qualified individuals. He felt free to put limits on the *Go For It* program. This indicated personal and organizational learning had occurred. Early in the research, he had a tendency to not know his sphere of influence. He did not clearly know where he could speak for the whole and where not, or to which organizational entity he had to defer. However, as he set these mechanisms up, he negotiated his relationship to them and learned quickly along the way.<sup>19</sup>

Thirdly, he created through others the mechanisms for the outward thrust of the university to be further refined and developed. Many worked on the mission and vision. He and his leaders committed to the concept of a Centre for Integrated Development (CID) which evolved into strategic targeting. The university created new linkages into China, Nepal, and North Korea. The Discipleship Training School (DTS) Centre got re-organized and demonstrated organizational use of the *Go For It* program. A new youth mentoring and discipleship program, Excess, got established. The Genesis project oriented to providing integrated learning with distant locations was initiated. These examples show significant outward expressions formed in a strategic fashion. As a result, the organization set a healthy foundation for equipping students and staff on the campus and in multiple field locations.

#### 6.6.5 Specific Conclusions

This chapter as a whole answers the question, "How and why did this chief executive enact expectations impacting the organization?" The Role Incumbent used the *Go For It* Expectation Enactment Program to act on his agenda of *transforming organizational identity*. Three specific conclusions emerge from this data and its analysis.

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<sup>19</sup> One colleague commented on adding the simple tool of a meeting agenda, "Now that we have in place an agenda, times on the agenda, minutes, and action points, I think [he] is very comfortable with that. If you took it away he would feel kind of naked, it's become very much a part of him though he would not necessarily see the need" (Int/JB--97/10/23).

Firstly, he created impact by learning and modifying his Expectation Enactment Program in order to fulfill his agenda. Expectation Enactment Programs don't remain static, they evolve too. Appropriate contextualization of Expectation Enactment Programs indicates impact. It demonstrates the conscious use of the power and authority vested in the Role Incumbent's position and person.

Secondly, he created impact by appropriating the power and authority inherent in his position. He then applied it toward his agenda. As many writers have noted, the position of chief executive carries with it great power. However, that power is only useful to the extent that the chief executive knows how to use it and does use it. In this case, the Role Incumbent grew in defining his role and knowing his boundaries. He also grew in a willingness to use the power and authority inherent in his position.

Thirdly, he created impact by his focus of attention. In this case, he created organizational structure to sustain the organizational growth and development. The Role Incumbent knew his direction, *transformation of organizational identity*. He maintained that focus, and even sharpened it. As a result, the organization did make the transition from one developmental stage to the next.

## 6.7 Summary

The Role Incumbent pursued integration in the context of the primary organizational item on his managerial agenda. It characterized his own holistic view of life in which family, work and ministry were not separate, but all functioning from the same set of patterns. This can be seen in his attempts not just to live a godly life, but also his pursuit of transformation at all levels--personal, relational, and organizational.<sup>20</sup> Therefore, it should be no surprise to discover his commitment to the *transformation of organizational identity* as seen demonstrated in this chapter. The next chapter gives a different orientation to this study. It

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<sup>20</sup> Jeavons (1994) writes about the meaning of work in Christian service organizations. He suggests that the Christian concept of ministry, i.e. doing the work of the organization is "intensely and essentially personal....To ask people to be involved in the ministry of a Christian service organization, then, is to ask them to bring their gifts, their personal attributes as individuals and as believers, to that work" (p.70). This is one source of the Role Incumbent's understanding and commitment to integration and transformation. His desire to transform the organization paralleled and grew out of his desire to transform himself. Such transformation is essential to the Christian life, for it is a commitment to grow in the likeness of Jesus. And, this would hold true for the Role Incumbent across personal, interpersonal, and organizational contexts.

looks at it over time and recognizes the impact that the Role Incumbent had on the organization, his role set and himself. It also offers a developmental analysis as an example of extending the usefulness of this work.

**An Overview of  
Expectation Enactment Analysis From  
Organizational, Interpersonal, and Personal Perspectives**



# An Overview of Expectation Enactment Analysis From Organizational, Interpersonal, and Personal Perspectives

Perspectives:	Organizational	Interpersonal	Personal
<b>Parameters</b>	Organizational Nature Organizational Char. Organizational Results Organizational Members Organizational Structure Organizational Crisis	Family of origin Christian heritage Nuclear family YWAM influence	Sociological Char. Personality Type Words of the Lord Self-Definition Relationship with God
<b>Managerial Agenda Items</b>	To Transform Organizational Identity	To Create My Own Team	To Become More Fully Who I am
<b>Tasks and Activities</b>	<p><i>Establishing Organizational Infrastructure</i></p> <ul style="list-style-type: none"> <li>• Move from ad hoc teams to formal teams (Chancellor's Team, Organizational Dev. Team, Academic Leadership Team.</li> <li>• Restructure Leadership Council</li> <li>• Establishing new organizational line structure</li> </ul> <p><i>Defining Organizational Mission &amp; Vision</i></p> <ul style="list-style-type: none"> <li>• Organizational Development Team's prep</li> <li>• Staff Advance '94</li> <li>• One vision: Kings Mansion Makapala</li> <li>• Consolidating Operations</li> <li>• Moving out of debt</li> <li>• Mission and vision statement focusing it.</li> <li>• Re-commitment to live-learn philosophy</li> </ul> <p><i>Developing Outward Expressions</i></p> <ul style="list-style-type: none"> <li>• "Boundary-spanning" commitments--Germany, YWAM Int'l, church, &amp; para-church contexts</li> <li>• Targeted outreaches</li> <li>• Centre for Integrated Development</li> <li>• Nanning, China</li> <li>• North Korea</li> <li>• Link to Pacific Islands</li> </ul>	<p><i>Filling Leadership Roles</i></p> <ul style="list-style-type: none"> <li>• Chancellor's Team</li> <li>• Vice-Chancellor of Academic Affairs</li> <li>• Vice-Chancellor of Operations</li> <li>• New Leadership Council</li> <li>• New Board of Trustees</li> </ul> <p><i>Delegating Authority</i></p> <ul style="list-style-type: none"> <li>• Chancellor's Team</li> <li>• Organizational Development Team</li> <li>• Academic Leadership Team</li> <li>• Financial Team</li> <li>• Summer Leadership Team</li> <li>• College Status Reports</li> <li>• Board of Trustees</li> </ul> <p><i>Becoming Personally Accountable</i></p> <ul style="list-style-type: none"> <li>• With Chancellor's Team</li> <li>• Leadership Council (Kona Leadership Team)</li> <li>• Board of Trustees</li> </ul>	<p><i>Dealing with Core Beliefs</i></p> <ul style="list-style-type: none"> <li>• Emotional pain</li> <li>• Accountability</li> <li>• Abandonment</li> <li>• Aloneness</li> <li>• Shame</li> <li>• Failure</li> <li>• Fear</li> </ul> <p><i>Building His Confidence</i></p> <ul style="list-style-type: none"> <li>• Authoritative decision-making</li> <li>• Joy of leading</li> <li>• Concluding Chancellor's Team</li> <li>• Assuming father of the campus identity</li> </ul> <p><i>Learning Emotional Skills</i></p> <ul style="list-style-type: none"> <li>• Personal, emotional</li> <li>• Identification</li> <li>• Generalizing tonew</li> <li>• Giving others voice</li> <li>• Increased congruence</li> </ul>
<b>Expectation Enactment Programs</b>	<i>Going for It</i>	<i>Regulating External Influence</i>	<i>Pursuing Personal Wholeness</i>

## **Chapter Seven**

### **Expectation Enactment Impact Analysis**

## 7.0 Expectation Enactment Impact Analysis

This study has produced an Expectation Enactment Analysis. The core of the Analysis is formed around the following elements. Firstly, there is the *source* of expectations to be enacted--the Role Incumbent's managerial agenda. In this study, his managerial agenda consisted of three primary managerial agenda items and their associated tasks and activities. Secondly, there is the *communication* of expectations to be enacted--the Role Incumbent's behavior, both verbal and non-verbal. Thirdly, there is the *enactment* of expectations--the Role Set Member(s)' mental representation of expectations which the Role Incumbent holds for himself, for them, and for the organization. Finally, there is the *impact* of the expectations enacted--effects of the Role Incumbent enacting expectations. This chapter concludes the Expectation Enactment Analysis with the final of these core elements--Impact Analysis.

### 7.1 Impact Analysis

A complete Expectation Enactment Analysis shows the relationship between the Role Incumbent's managerial agenda and his impact on the development of the organization, role set relationships, and himself. It thus emphasizes the power of managerial agenda to shape an organization. And by implication, it suggests that a major intervention point for organizational transformation is with the chief executive's managerial agenda.

Two filters for the Role Incumbent's impact will be used in the analysis. The first is an evolutionary or developmental filter. It looks at the impact of the Role Incumbent over time, drawing on previously mentioned incidents to highlight his impact. It shows significant expectations that the Role Incumbent enacted over the period of the research. Additionally, it references organizational life-cycle theory though it does not attempt to do an organizational analysis using that material.

The second filter is an end-of-study analysis. This aspect of the analysis provides a look at not only what worked for the Role Incumbent, but what areas could be further developed. In effect, these represent unfulfilled expectations which Role Set Members held for the Role Incumbent.

## 7.2 Impact Analysis: Over Time

### 7.2.1 Spring 1990 -- Spring 1992: *Enacting Confusion Over Who's the Leader*

Chapter Four relates how in the initial phase of the Role Incumbent's tenure, he had the role of Chancellor but had not received or appropriated the authority of that role. He functioned as a caretaker rather than a vision-giver. Because of the confusion which existed between him and the founder about exactly what his role was, *he enacted confusion* in organizational members. It was common to hear the comment, "Who is the leader here?" Without a clear authority and managerial agenda, the Role Incumbent did not have his own voice, even though the founder had encouraged him to be the "voice" of the university.<sup>1</sup>

The result of enacting confusion was disarray organizationally. Such confusion exacerbated the systemic problems facing the Role Incumbent, particularly as they related to the life-cycle stage of the university. As Greiner (1972) has pointed out, the successes of the previous stage of development produce the problems of the next stage. The Role Incumbent was entering in to this transition period between stages. Lack of clarity over leadership roles between the founder and second generation leader are not uncommon in this stage (Schein, 1983). Even so, it became his responsibility to bring clarity to the role differentiation between him and the founder. This responsibility, among others, motivated him to develop a managerial agenda item devoted to organizational transformation.

### 7.2.2 May 1992: *Enacting the Initial Expectation That "He is the Leader"*

In Chapter Four, Section 4.4.2 elaborates the events around the public transfer of authority from the founder to the Role Incumbent at the concluding banquet of a staff conference. The Role Incumbent used a particularly graphic image to convey his feelings the day after. He said, "I feel like a seventeen year old who's just gotten his first car. I am thrilled." The Role Incumbent appropriated new authority at this time. It influenced his managerial agenda in several ways.

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<sup>1</sup> An incident during the early days of having the title of Chancellor highlights his situation. The Role Incumbent said, "I still remember driving over to Hilo and saying to [the founder], 'Who is the base director?' He said, 'You are.' But in his mind, that only meant, 'Sort of.' He didn't know where he fit. Then one day I heard him say, 'I'm the base director.' I went to him and said, 'How does this work? Who is the director?' He said, 'You are.' I said, 'No, you are, because you just said you were.' [DB-95/04/22]

Firstly, he realized that this was the point when he began to exclude the founder from direct involvement on campus. Unconsciously, he did this for the purpose of *creating his own team*, which turned out to be one of his managerial agenda items and is characteristic of leaders successfully entering in to an organization (Gabarro, 1987). This exclusion also highlights the Role Incumbent's *regulating external influence* Expectation Enactment Program detailed in Chapter Five.

Secondly, he began formulating his managerial agenda. One verbal expression associated at this time with it was, "I'm not satisfied with the status quo." Action resulting from that commitment to growth and change included his commitment to staff development, training new leaders, and establishing himself as the campus leader. These actions supported his growing managerial agenda item, *transforming organizational identity*.

By communicating "I am the leader," he enacted the beginning of the expectation in others that "He is the leader." As a result, he mobilized what had been sagging staff morale into new focus with renewed energy for the tasks at hand.<sup>2</sup> He began the process which would lead to what Adizes (1988) called "being reborn apart from [the] founder."

### 7.2.3 February 1993: Enacting the Expectation of Team Leadership

The Role Incumbent extended the dimensions of his leadership through forming the Chancellor's Team as discussed in Chapter Five. He and his two colleagues experienced a heightened unity and oneness of spirit among them. It became an essential transition for the organizational structure the Role Incumbent would eventually put in place. In order to accomplish the movement from the Go-Go stage to the Adolescent stage, the Role Incumbent had to create an energizing source of life for the work required. Given his personal style, he opted for a team that functioned like Hodgson *et al.*'s (1965) executive role constellation.

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<sup>2</sup> A staff member caught the sense of this new step when he said, "I think that key to the development of Kona's evolution's was when [the founder] released authority to [the Role Incumbent] in May of 1992. That was when he really gave [the Role Incumbent] the leadership and we started feeling structural differences. [It] gave us more freedom. That brought down some of the governing powers to involve more people. It moved us more to a family rather than an identity of a pioneer base. There was a whole pioneer mentality that permeated this place before and now there is more relationship than before. It was always there at the top leadership level together, but often it wasn't in the lower ranks of staff" (SB--97/11/13).

Several points are relevant here. Firstly, the Role Incumbent clearly enacted the expectation that he and his colleagues in the Chancellor's Team were functioning in a form of shared leadership. They *were* the leadership team.

Secondly, this expectation elicited several different types of responses. One was relief that the three were taking care of business better than before, simply because they brought more and different resources to the task than the Role Incumbent had previously. A second was that an increasing number of staff people found their own voice was being heard.<sup>3</sup> A third was frustration at the senior leadership level. Some at that level continued to feel disempowered. They believed, and with some justification, that the Chancellor's Team was conferring with each other to make significant decisions that could have been more broadly shared.

Within three and one half years, the Role Incumbent had moved from a caretaker leadership model to a shared leadership model (limited initially, but eventually extending outward). It was the foundation period when the Role Incumbent's managerial agenda crystallized. From this period on, the Role Incumbent grew bolder in the expression of his managerial agenda, moving from a passive to active position as leader.

#### *7.2.4 March 1994: Enacting the Expectation of Organizational Transformation*

With the formation and empowering of the Organizational Development Team as noted in Chapter Six, the Role Incumbent signaled the expectation that the old ways of conducting business were about to change. His managerial agenda included creating organizational infrastructure that would support the growth in the organization which had occurred and was swamping its operational capacity. As Adizes (1988) has noted, it takes time to establish such infra-structure, and it may often look as if the organizational vision is being sacrificed for stability. In fact, the time required is an investment in the future.

While the full process took approximately three years, the expectation enacted in the

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<sup>3</sup> This illustrates an example of the cascading of leadership patterns into the organization. As the Role Incumbent found his own voice, other staff found the freedom to do the same.

first three months of this initiative was firmly established. Resistance to changing the old ways of doing things rose. Some felt the process wasn't moving fast enough. Some visionary types felt the expression of their visions were being quenched. And, others waited to see what would really happen. This step of setting up the team and subsequent ones bore out the power of an executive leader committed to a clear managerial agenda. It also marked the time where the expansion of team leadership began to go beyond the Chancellor's Team to the whole of the organization. As such this was an indicator that the Role Incumbent was establishing himself as an architect of organizational growth expressing his leadership style (Schein, 1992).

#### *7.2.5 October -- December 1995: Enacting the Expectation of Definitive Leadership*

Definitive leadership establishes very clear statements of where the organization is going to go. The Role Incumbent stepped in to a new measure of such definitive leadership with his decision in late 1995 to consolidate operations from two outlying campuses so that there would be no splitting of vision. (See Chapter Four for more details). This time period marked the explicit crisis of leadership, for the Role Incumbent personally and for the university organizationally. Note the parallels between the Role Incumbent's personal life-cycle development and that of the organization. Both were in stages requiring "revolutionary" change if they were to continue growing (Greiner, 1972).

The Role Incumbent's clarity heartened some while the process he used dis-heartened others. However, there was no doubt for anyone where he stood and what actions he was initiating. This decision and subsequent actions created the strongest emotions, the most distraught reactions, and the most definition from his leadership until that time. It provided the crucible for testing him, his vision for the university, and his relationship with the founder. His integrity in remaining humble, open, and responsive spoke volumes, even to those he offended. Additionally, it provided the safety necessary for ownership and involvement from those affected, an essential element in establishing the new stage of organizational development (Adizes, 1988).

The impact of enacting this expectation of definitive leadership marked a watershed in development of all three perspectives this research looked at--personal, interpersonal,

and organizational. Personally, the strength that he developed from these events established within himself that he would stand for *becoming more of who I am*.

Interpersonally, he surfaced issues that lay hidden in relationships with other leaders and staff. Organizationally, he provided the organization with the impetus to do what it had not had the will to do for a number of years. It began to take seriously its debt, to trim its excess in areas other than Kings and Makapala, and to recognize the importance of attracting young people to campus.<sup>4</sup>

#### 7.2.6 February 1996 -- September 1996: Enacting the Expectation of Fulfilled Vision

Through the development of the work on the university's mission and vision, the Role Incumbent created an engine to drive the process and connect the university to the field locations it was serving. This process, which began in 1994, initiated the aspect of the new stage of development for releasing the visionary/entrepreneur types necessary to revitalize the organization (Adizes, 1988). The Role Incumbent fueled the process in February, 1996, when he and others articulated the idea of the Centre for Integrated Development, and further communicated it in the staff conference that September. (See Chapter Six for details.)

The Role Incumbent's consistent message about reaching the field was demonstrated through his own communication to staff, contacts with field locations, and organizational structuring designed to facilitate such fulfillment. New relationships were built with governments, service organizations, and other mission agencies. His managerial agenda kept him focused on what had to occur, tactical activities to engage in, and serendipitous responses. While this expectation required a enormous groundwork, when it got activated it released a significant amount of energy contributing to new steps toward fulfillment of that vision and establishment of the new stage of organizational development.

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<sup>4</sup> While it was called Youth with a Mission, the majority of youth were in programs off of the main campus. The majority of students on the main campus were mature students. The integration of Kings Mansion and Makapala students produced a dramatic increase in youth on campus, and eventually led to a substantial increase in student numbers generally.



### *7.2.7 October 1997: Enacting the Expectation of Accountability*

Chapter Five documents a number of examples indicative of the Role Incumbent's increased sense of accountability. Most significant of those was making himself accountable to his Board of Trustees.<sup>5</sup> It was the first time he made himself directly accountable for implementing strategic goals for the university. In effect, the Board became a mechanism of accountability.

The impact of the Role Incumbent enacting expectations of accountability was significant in three ways. Firstly, it meant that he was now challenging himself, and being challenged to focus his very broad interests. In effect, he was responding to the very same demands being placed on the organization as it moved from the Go-Go stage—where more is better and anything goes—to the Adolescent stage—where focused attention is better and targeted things go.

Secondly, it meant that the connection between the training programs of the university and the field locations they were serving got developed and/or strengthened. Thus, the place for visionary/entrepreneur types in the organization got institutionalized without being overly limiting.

It meant that the organization was now healthy enough to engage in new, ambitious undertakings to which its staff, students and friends were deeply committed. These undertakings gave vision to all the staff for what was possible and thereby re-engaged many at new levels.

### *7.2.8 June 1998: Enacting the Expectation of Order*

In some ways, the meeting between the Role Incumbent and the founder in June, 1998, marks a natural end of the research. With that meeting, which is more fully documented in Chapter Four, the Role Incumbent demonstrated the accomplishment of many aspects of his

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<sup>5</sup> The Role Incumbent asked one of the Board members, himself a CEO, to facilitate the strategizing process. This Board member commented on the Role Incumbent's increased accountability, "I think [the Role Incumbent] has begun to put a mechanism in place. He's said 'yes' to the role of the Board, to a new kind of involvement of the board, and 'yes' to a broader Board. That is creating a mechanism that will forge longer term commitments and clearer more measurable results....I am going to work with him to help bring framework to the plan...to get the major objectives in place. That's a piece that's never been done. A lot of elements, but never the overarching piece. It is a big step to externalize the direction" (Int/DBA-97/11/02).

managerial agenda. It also provided the Kona campus with a piece missing for them--relationship with the founder, an important aspect for modeling character at the personal as well as corporate level of leadership (Schein, 1983).

On a personal level, the Role Incumbent's renewal of relationship with the founder profoundly demonstrated success in his individuation process. The implications for his other Role Set Members and the organization were also profound. In effect, this one event symbolized the integration of many threads of many individuals' lives. While identity never remains static, the essence of the concept revolves around definition--definition of self, relationship, and organization.

The ramifications of enacting the expectation of order were significant. The Role Incumbent consciously moved his evolution as leader and chief executive toward greater order. Personally, he came out of this season of his life more at peace with himself, who he was, and who he was becoming. Interpersonally, he and his Role Set Members came out of it with a firmer sense of how he and they worked together for a common purpose. Organizationally, he and the university came out of it with an increased functionality contributing to future success in an even more substantive way than previously. The Role Incumbent had steered his organization through the difficult waters of life-cycle transition and come out the other side stronger than before. As such he had pre-empted pre-mature aging and de-vitalizing of the organization and released new vision, new administrative order, and new initiatives from the organization.

#### *7.2.9 Conclusions*

This evolutionary dimension of the Impact Analysis has delineated the Role Incumbent's impact on his organization, his relationship with Role Set Members, and himself. It highlights movement of his organization from disarray toward order, of his relationships from confusion toward understanding, and of himself from having an institutional voice toward having a personal voice.

When organizations face life-cycle transitions, it is not a given that they will make the transition well. It takes leadership able to intuit as well as discern the demands that

must be effectively addressed and the sequence in which that has to happen. Expectation enactment helps explain what the Role Incumbent did to successfully navigate the transition and his impact in the process.

### 7.3 Impact Analysis: End-of-Study

The preceding analysis of impact through time focused primarily on the benefits that accrued to the Role Incumbent, his Role Set Members, and the organization due to the expectations he enacted. The growth of the university as well as the Role Incumbent himself were evident during the period of study.

There is another side to expectation enactment as well. It is the side that reveals who the person is, how he has functioned, and what areas there are for continued growth and development. Looking from the end of the study at the Role Incumbent's performance, basic patterns of executive functioning become somewhat clear. They offer the possibility for developmental feedback. Such feedback was consistent with the Role Incumbent's desire to grow personally such that his leadership would impact the university even more effectively. Observations leading to such developmental feedback follows.

The five distinctions associated with this part of the Impact Analysis are 1) individual focus, 2) contextual embedding, 3) relationship-base, 4) cybernetic orientation, and 5) open system.

- The *individual focus* directs attention to Role Incumbent's internal processing and external performance.
- The *contextual embedding* uses three perspectives--personal, interpersonal, and organizational--to provide frames for analysis.
- The *relationship base* emphasizes the interactive nature of role and includes the three elements traditionally mentioned when describing role: organizational position, role set member expectations, and role performance.
- The *cybernetic orientation* analyzes goal direction and feedback both positive and negative.
- Finally, the *open systems* analysis evaluates input, transformation, and output.

These will now be developed more fully.

### 7.3.1 *Individual Focus*

Consistent with the field of managerial work, jobs, and behavior, this research maintained an individual focus on the Role Incumbent (Noordegraaf and Stewart, forthcoming 2000). Two aspects of that focus provide elements of this end-of-study Impact Analysis. Internal processing interrelates perceptual, representational, and behavioral aspects of the individual as seen in Expectation Enactment Programs developed in this research. It functions comparably to the programming of computer software. The behavioral output of external performance may be traced back to the representational and perceptual dimensions. These two dimensions are the essential components of Expectation Enactment Programs which a Role Incumbent uses to enact expectations in Role Set Members.

- *Internal Processing*

The Role Incumbent actively pursued individuation as part of his managerial agenda in order *to become more fully who he was*. Individuation increases self-confidence. It validates other individuals, encourages new initiatives, and increases exposure to accountability. Self-confidence is an attitude which colors all of one's thinking and actions, particularly when it becomes a dominant attitude internally. Such internal growth for the Role Incumbent was a function of this conscious managerial agenda item. He pursued personal changes that produced such self-confidence. These personal changes in internal processing affected his external performance and through that enacted expectations for his role.

- *External Performance*

The Role Incumbent was always known for his public representation of the university to a wide variety of stakeholders and interested parties. His diplomatic abilities enabled him to go behind the scenes, and work effectively. As one Role Set Member stated, he acted as "probably the best peace man to some of our complicated relationships that I know in the mission." He offered himself freely to work with young people emerging into leadership as well as with selected other emerging leaders from Asia and the Pacific. In his

international role, he built networks and bridges for all of the university, YWAM, and the church more generally. He achieved much through his role during the period of this research as evidenced by the changes documented in this study.

- *Conclusions*

Self-confidence and achievement do not deny the need for continued growth which would include the internal processing tied to resulting performance. For the Role Incumbent, this would include several areas: 1) learning to implement and follow through to completion at new levels, 2) increasing decisiveness and speeding up decision processes, 3) increasing commitment to focused accountability in order to increase productivity, 4) increasing attention to implications of activities initiated, 4) approaching, pre-empting, and resolving conflict, 5) and fulfilling fund-raising and resource development needs of the campus. Each of these areas would require specific attention to relevant aspects of internal processing, external performance, and expectation enactment in Role Set Members.

### 7.3.2 Contextual Embedding<sup>6</sup>

- *Personal*

The process of maturing through his forties brought new perspective to him and his future. He became more self-assured with regard to his future. His diplomatic gifts and inclinations opened new doors of post-Chancellor opportunity. He was able to accept the reality of his own limitations as well as his strengths.

One result of changes from a personal perspective was his view on leave-taking. Successful leave-taking is a complex process. In the early years of his ministry with

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<sup>6</sup> At an abstract level of definition, context in this study is considered to be all that surrounds the objects of the study. As such, these surroundings specify meaning without which the objects of the study cannot be understood. The study has used this definition broadly to include the influences seen from personal, interpersonal and organizational perspectives. Another way of talking about context is to describe the "environment" which surrounds the open system under investigation, whether this system be an organization, a relationship or an individual.

Contextual inputs tend to operate at the implicit level more than the explicit level simply because of the enormous complexity involved. Contexts help role players to define situations they enter into. As such, contexts are not procedural nor are they usually a focal point of attention. Rather they tend to function by creating boundaries of influence. When unique and new inputs are introduced to a system, contexts tend to change and/or expand. Contexts are also subject to being impacted directly and indirectly. As they change, the entire system changes.

YWAM, he had left his national leadership position in Germany to come to Hawaii without having a succession plan. The result led to years of recovery efforts for that ministry. Thus, he had first hand experience of failing to leave well.

During this study, he evolved into a position of seriously considering how he would leave this role differently. Yet, it remained an open question as to how the succession would take place since the Role Incumbent was not a detailed planner, but an intuitive and spontaneous reactor. At the end of the research, which occurred well before the Role Incumbent would leave his role, he had still not put such a plan into effect. The resulting expectation enacted was one of “considered uneasiness” by those who would be most affected at the local level of the organization.

- *Interpersonal*

A significant contextual parameter that changed for the Role Incumbent came from his nuclear family. In 1998, he and his wife adopted a four year old, Chinese girl. Several effects occurred. Firstly, his daughter fulfilled a long time desire to adopt. Secondly, his daughter’s physical disability caused him to slow down and become more of a planner in daily life. Thirdly, it focused him on China in a new way. He saw his daughter’s life as prophetic—for the Chinese, for himself and his family, and for the U of N-Kona campus.

Additionally, the Role Incumbent grew in authority during the research period. He gained new freedom *and* power to influence. It came from several fronts. The integration of new Role Set Members responsive to him contributed to a greater acceptance of him in his role than was experienced initially. Increased organizational functioning also validated him in his role. And finally, his own efforts took him beyond personal openness to addressing areas needing personal change.

- *Organizational*

Under his leadership the organization willingly faced itself, accounted for its limitations, and took steps to adjust them. Morale improved. Roles became better defined. Departmental and college goals got defined. Senior leadership began to function as a team.

The outward thrust of ministry gave renewed vigor to the work of the university.

Partnership with other ministries offered future possibilities for growth and development.

More than this, however, the organization as a social system went through a crisis period. The best of its vision, values, structure, history, and practices got reaffirmed. At the same time, lifeless traditions, unproductive assets, and limiting mindsets were either restored or released. The organization came through with a re-definition. These contextual factors contributed to change, and the Role Incumbent's direct intervention with many of them can be seen in the background of much of this change. However, sometimes it was difficult to discern what the Role Incumbent actually intended to do; what he did himself; what he allowed to happen; and what happened by circumstance.

One area to develop would be an explicit model of organizational functioning. He tended to use an analogical model of organizational based on his own family life. In many cases, the narrative carried the day and made his point. In other cases, particularly around financial issues, he needed more and better distinctions.<sup>7</sup>

#### • *Conclusions*

The Role Incumbent was unwilling to allow the status quo to remain. Part of this unwillingness was a conscious commitment. Part of it was his personality and nature. Part of it was his enculturation in the YWAM ethos of pioneering and being on the cutting edge. Even so, his commitment struck at the root of the degeneration that had come with lack of attention and resources for many issues facing the university. Notwithstanding his personal and the corporate limitations—e.g., related to fund raising, leadership development, and program development—he pressed on. As a result, his Role Set Members' expectations that change for the better would occur were in large part met. He set a

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<sup>7</sup> Rudge (1968) identifies five organizational paradigms which he relates to ministry and leadership functions in the church. These are the traditional, classic, charismatic, human relations, and systemic. The Role Incumbent functioned with tacit theories from the human relations paradigm. However, he did not think through the broader implications using this paradigm. Additionally, neither he nor his Role Set Members had a clear understanding that this was the operative paradigm. One result was that conflict and mis-communication in those relationships could be traced to conflicts of paradigms. In part this was a source of conflict with the founder who came from a charismatic paradigm. At the same time, the Role Incumbent attracted Role Set Members operating from different paradigms to bring influence into his role. For example, the researcher of this study came predominantly from a systemic paradigm in Rudge's terminology.

standard that "We will change!" He pursued it. And, he, his role set and the organization achieved much of it.

The three areas in this section point to potential development that would increase his impact on the role, his role set and the organization. In each area, there exists the possibility for explicitly crystallizing his experience through reflection.

His attention, or lack of it, to explicit succession planning will definitely influence how well he exits this role and the legacy he will leave. Developmentally, he and his role reached a point where the potential for conceptualizing his philosophy of leadership and ministry could be articulated. To do so would be to make available his retained wisdom from the years of involvement. To not do so would be to limit the potential impact he could have had. Organizationally, it would appear that the next developmental step would have been to define his model of organizational functioning. He could have focused on his philosophy and the principles he's embodied, learned, and used. This would have stood him in good stead both as he continued on in the role and for future work.

### *7.3.3. Relationship Base*

Roles are relationship based. The Role Incumbent occupied his role, developed it interactively, and contributed much to the growth of the organization. The following comments approach the role from the perspective of ways in which the role might have been developed differently or more fully.

- *Organizational position*

A significant characteristic of organizational position, particularly for the chief executive, is the authority and power inherent in and available to the position. The Role Incumbent described himself on several occasions as a "reluctant leader." He knew he was called to the position, but parts of him took role distance from the role of Chancellor.<sup>8</sup>

Taking such role distance indicates internal conflict which the Role Incumbent faced.

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<sup>8</sup> Goffman's (1961) concept of role distance captures the idea of performing a role and simultaneously denying being in the role. Turner's (1978) role-person merger is a complementary concept involving the degree of investment of a person in his or her role.



During crises, it flared up. During quiet periods, it didn't appear at all. This unresolved conflict constricted his willingness to appropriate the full authority of his position. As a result, the Role Incumbent restrained the full impact available to him through expectation enactment. The limitation affected not only positional authority and power, but also attributional authority and power available from his Role Set Members.

- *Role Set Member Expectations*

A role perspective presupposes a system of interactive patterns which exist between the Role Incumbent and Role Set Members (Goffman, 1961). They tend to get established, and become incrementally modified by daily life interactions. It is only when strong changes occur that the system of patterns significantly adapts. Thus, *role* tends toward being a stable, if processual, construct rather than an easily modified construct.

Over time, a number of Role Set Members both significant and insignificant came to a perspective on the Role Incumbent that they had little or no influence with him on organizational matters. He would be gracious, but follow his own counsel. Such expectations expose both organizational reality and also a positional protectiveness accompanying his personal openness.

Role Set Members with long term relationships with the Role Incumbent who experienced this tended to accept the Role Incumbent "as he is" and therefore accept the organization where it was. This condition was partly a function of the organizational norms, structures and systems. They allowed for limited accountability, high autonomy, and individual discretion. It was also partly a function of the Role Incumbent, his personality, and his own style.

The net effect of this phenomenon, however, was an underutilization of significant resources that could have been available to the Role Incumbent. In a measure it is paradoxical. On the one hand the Role Incumbent encouraged others, and himself, to be all they could be. At the same time he put these limits on himself and others. As a result, he limited organizational input through enacting expectations that he could not be influenced.

- *Role Performance*

Levinson (1966) defines role performance as “the individual’s actual behavior, either as response to perceived expectations or as pursuit of individual projects.” The Role Incumbent created space for others to be and do what they were gifted in. This was a primary impact that he had. He used his skill, often non-directively, to draw out the best of who people were. Such interactions provided numerous Role Set Members with the encouragement to believe in themselves and strive for even greater things. The down-side, however was that his non-directivity created the most inhibiting characteristics of his leadership.<sup>9</sup>

Role Set Members often urged him to be more directive. It was not his style. And, the positive benefits of his approach were numerous. A greater measure of directive leadership would have been welcomed by many Role Set Members living and working in Kona. This, of course, assumes that such directiveness would be consistent with organizational direction and goals. It is not clear what the Role Incumbent might have sacrificed, if anything, to modify his style. Yet, it remained a developmental area consistent with increasing managerial impact through expectation enactment.

- *Conclusions*

As mentioned numerous times, every role involves negotiating its evolution in terms of expectations and behaviors. As a Role Incumbent grows, the role grows too. When the Role Incumbent gets stunted, so does the role. However, it might be useful to simply point out areas of attention that could have taken this Role Incumbent further.

Firstly, there is the area of more completely using his organizational position as a tool of leadership. In order to do that, he would have needed to come to terms with the nature of the authority available to him and his own willingness to utilize the power

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<sup>9</sup> In this sense, leadership is defined according to one of Mintzberg’s (1973) ten managerial roles. As one Role Set Member said during an interview, “I’ve not experienced [his] leadership. I’ve experienced his co-laboring, his being a fellow plowman, his collaboration in certain things. But, in that traditional sense I’d have to say I haven’t experienced [his] leadership. I think he sees himself as facilitator more than leader.” These characteristics are found in the human relations organizational paradigm (Rudge, 1978). The Role Set Member came from a systemic paradigm.

accompanying that authority. This was an area for further personal development through reflection and enactment.

Secondly, the Role Incumbent had a reference for how greater personal, internal security creates greater utilization of people resources. Further development along these lines combined with a more explicit model of organizational functioning would contribute to a more impactful role performance.

Thirdly, the Role Incumbent struggled with directivity throughout the entire period of research. He wanted to be more directive, but found it was not necessarily his most easily accessible trait. Specific developmental attention to this trait would have given him more options in his leadership, and supported other developments noted in this section.

#### 7.3.4 *Cybernetic Orientation*

- *Goal-Directed*

In evaluating expectation enactment, there is a place for evaluating the specific types of goals targeted. For the Role Incumbent, these tended to be people and relationship goals rather than task oriented goals. One leader commented on the Role Incumbent's involvement in restoration of a staff person echoed many staff people's thoughts, "After watching him [in this situation], I know I can trust him."

That trust was not built on reaching an unreached nation with the gospel (i.e., the organizational vision), but rather living out the gospel by loving his neighbor in trouble. This orientation built many people up. It encouraged. It released people to do what they themselves had never thought of doing.

On the other hand, it tended to fragment attention. It responded to need or stimulation at the time. It forced others to create frameworks of accomplishment that would see extended projects through to completion.

- *Feedback Driven*

*Positive:* Much that has been written alludes to feedback. One example points to how the Role Incumbent could have grown his effectiveness through positive feedback. One of

Tsui's (1984) major contributions has been the recognition that effective managers tend to create the expectations that they themselves intend to fulfill. A conscious attention to proactively instilling specific expectations in his Role Set Members would contribute to increasing the Role Incumbent's managerial and leadership effectiveness. This would serve his natural inclination to flourish with positive feedback. By taking such initiatives he would be ensured of meeting Role Set Member expectations which would then prompt expressions of satisfaction and approval.

This would be an example of using a Role Incumbent's naturally occurring internal processing mode to impact his Role Set Members. For example, building on his strengths, he could have committed to travel with one campus leader for some part of each of his numerous travels. He liked to travel. He liked to mentor and develop. He was excellent at exposing people to new experience successfully. And his natural spontaneity and expressiveness made him very skilled in new and different settings. Particularly when these travels took him to target areas such as China, Korea or the Pacific, he would have been doubling up on the people development and the strategic development for the campus.

*Negative:* In a cybernetic sense, negative feedback is that which provides course correction. Unfortunately, the Role Incumbent experienced this kind of feedback as emotionally judgmental. As a result, he enacted dis-empowering expectations around getting negative feedback. His demeanor and responses created the expectation that it would not be that well-received with the result that he cut down on much learning that he could have gotten. In some measure this had begun to change through the period of the research, but the tendency to avoid negative feedback remained a fundamental pattern. A developmental approach to the issue would have been to consciously develop a new Expectation Enactment Program. Initially, he would have had to structure the kind of feedback he would get, how he would hear or receive it, what he would do with it once he received it, and so on.

- *Conclusions*

The Role Incumbent was excellent at pursuing the equivalent of his managerial agenda

at the personal level. This personal agenda interfaced with his managerial agenda, and contributed in a general way to fulfilling the role and organizational goals. However, a more focused communication of his goals as they related to the organization would have helped Role Set Members orient themselves. An example of new beginnings with this could be seen in the Role Incumbent's attention to strategic goals in China late in the research. It represented a positive movement toward a long term strategy that the entire organization could get behind.

The Role Incumbent's position exposed him to constant feedback, and his graciousness in responding to it--both positive and negative--was well known. Additionally, he was known as one of the most responsive leaders in YWAM to certain types of personal feedback. However, as in all things, there was always room to improve. Two areas might be suggested. One would be that of consciously attending to pro-active expectation enactment. This addition would complement the developmental suggestions for his corporate strategic attention. A second would be that of developing an Expectation Enactment Program encouraging corrective feedback. Transforming such feedback into constructive uses is a challenge for all leaders, and so this in some ways may be seen as a general as well as specific recommendation.

### 7.3.5 *Open Systems*

- *Input*

A specific developmental question related to input into the role system might be, "What input could the Role Incumbent have received that he did not... but if he did, would have made a strong contribution to himself, his role, and the organization?" There are different ways to consider input. One is what others say. Another is what results the Role Incumbent sees that he and his organization consistently gets in a particular area. A third is recognizing the gap between what one does and what another in a similar position does. All three options offer such a type of input.

Since the financial area was one of his weaker areas, an example might be taken from there. In terms of raising finances for the university, the Role Incumbent often raised money

for projects related to but not directly targeted on the U of N-Kona. He also raised money for the U of N-Kona. However, as one Role Set Member said about him, "He works hard at it, but he's not good at raising funds. He has difficulty finally asking" (Int/CO2--97/10/17).

His difficulty in making the final request for finances stymied him. Others would say this to him. He could see it. And he could easily compare himself with others (and surely did to his own dismay at times). Getting to closure on asking for money, and receiving it for the U of N-Kona would have been a major step forward for him, his role set, and the university. This kind of input needs transformation.

- *Transformation*

The Role Incumbent had made a number of efforts to develop fund raising for the university. He had mentors in doing it. He had programs offered. And still he wasn't able to create the expectations in enough donors that their giving to the U of N-Kona would be a blessing to them as well as the university. The kind of transformation required here would be a fundamental, identity level shift. He would have to move from seeing himself as a leader of "a campus with many friends," to a leader of "a campus with many friends who are also financial givers." This would be an area where his Expectation Enactment Program, *to pursue personal wholeness*, would work. By developing new beliefs about himself in this area, integrating the training and mentoring he had had, and setting it as one of his organizational agenda items, he could have definitively increased his managerial and leadership impact.

- *Output*

The output here would then be the behaviors eliciting donations. It would be easy to measure, and using the feedback loops, show him how and what to adapt until he was successful at it. Right at the end of the research, the Role Incumbent did in fact recruit another individual to add to the fund raising department. It was too soon to tell whether this strategy of drawing resources around himself would make the difference in fund raising

as it had in the operational areas.

Even so, the prospect of him as the chief executive developing a new set of competencies would have satisfied many Role Set Members. They had urged him to fulfill the fund raising requirement that so many chief executives, particularly of non-profits, have. Doing so, while stretching, would have challenged him to take himself to a new level of growth. It would have given him a new identification with peers in other organizations. And, it would have in some way facilitated part of his next professional move.

- *Conclusions*

An open system definition of role provides recognition of the living dynamic that every Role Incumbent and Role Set Member engages in. It presupposes that the role is not a fixed entity, but one continually changing as a result of input, transformation, output, and feedback. The example given in these sections highlights a pattern of thinking that could be applied more broadly. Specifically, however, it highlighted the significance of 1) the Role Incumbent's internal beliefs about himself and donors, 2) his skills at asking and receiving, and 3) his ability to set and achieve tough goals. Addressing each of these points would have increased his impact in the role as well as having empowered him and his Role Set Member members to new levels.

#### **7.4 Conclusion to the Chapter**

Two essential aspects of Impact Analysis are covered in this chapter. Firstly, there is the sequence of how the Role Incumbent's managerial agenda led to enacting expectations which led to personal, relational, and organizational transformation. By looking at this process over time, it is possible to get the long view of the Role Incumbent's contribution to the organization.

Secondly, there is the snap shot of the Role Incumbent at the end of the study. After a considerable length of time studying him, his behavior patterns became clearer. With this clarity also came an ability to recognize what expectations some of his limitations enacted,

and consequently where he might focus to continue personal and organizational growth.

This two-pronged Impact Analysis completes the Expectation Enactment Analysis. Expectation Enactment Analysis has identified the internal and external processing associated with *managerial agenda*. It has marked out the Role Incumbent's *external role performance*. It has recognized *expectations that are enacted* in Role Set Members. And, finally, it has focused on the *impact* that these enacted expectations had on the organization, the Role Set Members themselves, and the Role Incumbent. In doing so, it offers a extensive look at who the Role Incumbent was as he lived out his role of Chancellor of the U of N-Kona.



## **Chapter Eight**

### **The Research Put in Perspective**

## **8.0 The Research Put in Perspective**

This chapter presents the synthesis of ideas which emerged from the research. It focuses attention on expectation enactment by the Role Incumbent. It offers six approaches to reflecting on the research. And, it concludes with a summary of major points from this study.

Section one gives a review of the study beginning with the question that managerial work, jobs, and behavior asks, "What do managers do?"

Section two provides a reflection on the Expectation Enactment Analysis process developed during the research.

Section three describes three contributions that this research has made to the field. They include 1) introducing role theory and context into the field while integrating and extending existing models, 2) applying in-depth, "inquiry from the inside" methodology, and 3) studying an unique setting, class of organization, and role.

Section four critiques the research from philosophical, cultural, and methodological positions. Each of these areas offers a perspective from which to discover what the research failed to address, and how it could have approached the study differently.

Section five addresses possibilities for future research. It details potential areas of research that relate to types of roles and types of organizations that could profitably be studied.

Section six specifies two categories of applications, those related to who might use this work, and to four topics of potential application emerging from the research. These include managerial training and development, executive coaching and performance appraisal, executive development planning, and team building.

Section seven provides a brief summary of the chapter.

## **8.1 The Basis for Developing the Expectation Enactment Analysis**

### **8.1.1 *Managerial Work, Jobs, and Behavior***

This study began with the question from the field of managerial work, jobs, and behavior, "What do managers do?" (Carlson, 1951/91; Hales, 1986; Mintzberg, 1973; Stewart, 1967, 1976, 1982a). Answers come from numerous researchers documenting behaviors, activities, tasks, and managerial agendas of managers. Recent work has expanded the field.

For example, Stewart *et al.* (1994) looked at cultural differences between managers .

Mintzberg (1994) offered an integrated model for thinking about managing. And, Noordegraaf and Stewart (2000, in press) attempted to synthesize where the field is and is going.

This work carries on from that of researchers interested in an inductive approach to managerial work, jobs, and behavior. It considers researchers such as Tsui (1984) and Luthans, Hodgetts, and Rosenkrantz (1988) who studied what makes managers successful and/or effective. Tsui (1984) has suggested that reputation may be a form of managerial effectiveness. She writes that "managers gain and accrue a reputation for being effective by meeting the expectations of each of the multiple constituencies" (p.93). That could mean that effectiveness is based on ability to define expectations of one's own role to others.

This research goes beyond such self-defined effectiveness. In the age of speed and quality, effectiveness requires the ability to work together, to communicate, to establish expectations that work for the whole, not just for the individual person, i.e. an integrated approach to managing. This expectation enactment perspective offers such an approach to understanding the managerial role and the impacts that the Role Incumbent has.

Luthans, Hodgetts, and Rosenkrantz (1988) found that successful managers do not pursue the same activities as effective managers. "Networking is the strongest relationship with successful real managers but the weakest relationship with effective real managers" (p.159). Communication and human resource management activities had the strongest relationships with effective real managers. They found relatively few managers who combined both the characteristics of successful and effective real managers.

The research draws on role theory, symbolic interactionism and enactment theory. It particularly uses work by Katz and Kahn (1978), Stryker and Statham (1985), Burke and Reitzes (1991), and Weick (1979, 1995) from these areas. The role analysis undertaken explains *how* managers impact their roles and consequently their organizations.<sup>1</sup>

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<sup>1</sup> Katz and Kahn (1978) defined an organization as a set of linked roles. The "patterned and motivated acts of human beings" (p.187) sustain the organization's ongoing existence. The evolution of the organization follows the evolution of these patterned and motivated acts. Expectation enactment focuses attention on the specific dynamics by which the manager is shaping the expectations of his role set, thereby shaping the organization. It also highlights the dynamic that as a manager's ideas of his or her role change, as well as those of the role set, that the organization will be in a state of continuous change and reconstruction.

### 8.1.2 Approach to the Research

This research required first of all understanding the nature and structure of a role. Most definitions of role do not offer a dynamic mechanism for *how* roles function. Katz and Kahn's (1978) Role Episode Model points in the direction of the *how*. Even though their work was used for different purposes, it inspired the thinking behind this study.

A longitudinal, exploratory case study highlighted the various components of role. Eventually, the open systems concept of role emerged as the most useful definition. As an open system, a role involves five primary components. These are a Role Incumbent, a group of Role Set Members, and interaction between Role Incumbent and Role Set Members. Additionally, contextual influences and an organizational position within a social system are required.

An open system analysis of the role looks at input, transformation, and output of the *role as a system*. Such a general analysis was done. However, the study refined the analysis further. It integrated the role concept of expectation enactment (Fondas and Stewart, 1994). This Expectation Enactment Analysis is distinguished by its primary focus on the Role Incumbent and his impact on self, Role Set Member(s), and organization. This contrasts, for example, with the Katz and Kahn (1978) emphasis on expectations which Role Set Members communicate to a Role Incumbent. From this foundation, and through interaction in the research, an Expectation Enactment Analysis was developed.

## 8.2 Expectation Enactment Analysis

This study has pursued an integrative approach to understanding an individual performing a role within a social system. It has attempted to organize the observational and analytical tools available to create an in-depth understanding of how this individual has performed his role, the interactions that have evolved the role, and the impact that his performance in role has had on others and the organization. In this case, the study was of a chief executive, functioning in an university context. The study of chief executives and their relationship to their organizations is the direction I will continue this research. However, I also believe that Expectation Enactment Analysis can contribute to the study of other types of individuals in relationship to their social systems, and the impact that they can and do

bring.

### 8.2.1 *Process of Expectation Enactment Analysis*

Chapter 2 on methodology details the thinking and chronology of this study's Expectation Enactment Analysis. The following orientation highlights three principles for doing such an Analysis in order to set the context for the process that follows. The process is laid out in the form of seven interactive components. Therefore, the seven components do not represent a linear set of steps, but rather a specification of components necessary to fully engage the analysis.

#### 8.2.1.1 *Three Highlights*

Three basics are covered here. Firstly, one commits to a longitudinal, developmental, and "inquiry from the inside" approach. Such a commitment enables sufficient immersion over time to get the essence of the organizational culture, interpersonal dynamics, and personal patterns of the role incumbent. As a result, one becomes a pro-active participant in the organization and ideally comes close to the Role Incumbent.

Secondly, one initiates the Expectation Enactment Analysis processes described in the following section. This is the heart of the matter.

Thirdly, one monitors his or her researcher effect. Clearly the researcher will be affecting what's going on through his or her immersion. It is critical, however, to continually step back to evaluate what's happening, and how the researcher is impacting and being impacted. Such reflection and analytical work is essential.

#### 8.2.1.2 *The Components of Expectation Enactment Analysis*

An Expectation Enactment Analysis contains seven distinct and yet overlapping components. They offer a set of processes, each with their own timeline, that operate iteratively since they are all interconnected. They are separated in order to give clarity of focus with regard to the nature of each process and the results targeted. These seven components require the researcher to...

- 1) Identify "contextual parameters" at personal, interpersonal, and organizational

- levels. Consider how they shape the organizational and leadership context.
- 2) Interview Role Incumbent and relevant Role Set Members and establish feedback loops with them
  - 3) Do Role Episode analyses based on “inquiry from the inside” methodology
  - 4) Identify Role Incumbent managerial agenda items, tasks and activities (primary focus on internal processes)
  - 5) Identify the Expectation Enactment Program(s) related to each managerial agenda item (primary focus on behavioral patterns)
  - 6) Identify expectations enacted (primary focus on Role Set Members’ internal evaluative standards)
  - 7) Do an Impact Analysis through time and at end-of-study (external effects)

This thesis is one example of how the report of such an analysis might appear. It also offers additional detail with regard to sources related to the analysis and methodology that is applicable to it. At the same time, this framework is open to new ideas and developments that other researchers might see appropriate.

### 8.2.2 *Expectation Enactment Program Model*

This model captures the engine of the expectation enactment process and therefore is central to the Expectation Enactment Analysis. It offers a way to consider the connection between the essential aspects of the Expectation Enactment Analysis. It provides clarity about the nature of the managerial agenda, which energizes the Role Incumbent’s internal processing. It then shows the relationship to the external behaviors communicated to Role Set Members who perceive the Role Incumbent’s expectations. Those expectations which take root in the Role Set Member have been enacted and they orient Role Set Members behavior. This behavior then contributes to organizational behavior and structures.

This model is significant for several reasons. Firstly, it explains how the managerial agenda *organizes internal processes*--beliefs, thoughts, and feelings related to the role occupied. At its highest level, the managerial agenda is a set of internal standards. The Role Incumbent uses them to evaluate self, others, and organization for the purpose of deciding

what actions to take and what type of feedback to give. It facilitates a Role Incumbent's self-understanding as well as anyone wanting to communicate with the Role Incumbent. It increases the Role Incumbent's ability to focus attention and behavior for success in the role. And it enables Role Set Members know the standards they are being held to in performance.

Secondly, the model explains one mechanism by which individuals *self-regulate their behavior*. Once a Role Set Member receives an enacted expectation from the Role Incumbent, he or she then knows the standard of evaluation. The result is that the Role Set Member then can be self-regulating in performing those behaviors which satisfy the standards established (in the enacted expectations).<sup>2</sup> An explicit example of this occurs in the case of delegation. A Role Set Member understands what's expected, within what time frame, and is then able to deliver it using whatever creativity and personal talents are necessary. An implicit example occurs when the Role Set Member acts on behalf of the organization and/or the Role Incumbent without being asked, simply because it is clear.

Thirdly, the model explains one means by which the Role Incumbent *creates extensions* of him or herself. Once a Role Set Member receives an enacted expectation, no further discussion is required about what is expected. Any further contact will only need to be related to how to fulfill this standard in a specific situation. This fact makes sense out of how individuals in an organization take on the leader's behavior patterns (and more significantly the Role Incumbent's agenda which is the source of those behavior patterns) for accomplishment *and* limitation.

### 8.2.3 Conclusion

Expectation Enactment Analysis offers the greatest contribution when attention is given to the data at a pattern level. Specific examples of impact, expectations enacted, and Role Incumbent communication are useful as pointers to patterns and confirmation of patterns. However, the power of the Analysis comes when patterns emerge.

For example, managerial agenda items are names for patterns that orient the perception and performance of the Role Incumbent. Expectation Enactment Programs are patterns that

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<sup>2</sup> The Role Incumbent may enact an expectation which the Role Set Member disagrees with. In this case, the Role Set Member may attempt to change the Role Incumbent's expectation, may change his or her competing expectation, or may withdraw from these types of situations.

engage behavioral communication. Expectations are patterns as well, sometimes enacted with one interaction, but always involved with multiple other interactions. The Role Incumbent's, Role Set Members', and organizational impact are also interpretations of the effect of the Role Incumbent on them.

Additionally, this analysis can be taken at different levels of generality. For example, it might be sufficient for someone to research the relationship of contextual parameters on the Role Incumbent. Within such research, one could identify simple and/or quite deep patterns.

Katz and Kahn (1978) did significant research with their Role Episode Model. The adjustments made in this research could create equally significant understanding of the role of the incumbent in enacting expectations.

The same possibilities are available with studying managerial agenda, Expectation Enactment Programs, enacted expectations, and Impact Analyses. As a result this Analysis offers both a broad-based research program such as the one represented in this thesis as well as more narrowly focused efforts.

Such an analysis is possible because of the models which compose it. While some might consider it composite, the whole of the Expectation Enactment Analysis requires an ability to go back and forth between the various models and processes within it. The greater one's ability to draw relevance out of these interconnections, the more powerful the Analysis. If it is handled on a piece-meal basis, the work will be composite. However, when it is handled at the level of networked interconnections between the elements, it is integrative. I'd suggest that the "inquiry from the inside" methodological approach combined with an open systems mind set is a significant factor in creating an integrative Analysis, and this approach is to be recommended.

### **8.3 Contributions of the Research**

There are three contributions that this research has made to extend the field of studies by addressing the concern for managerial work, jobs, and behavior that it was "atheoretical and acontextual" (Hales, 1986; Fondas and Stewart, 1994).

Firstly, it extends role theory by defining *role* as an open systems construct and developing that construct within the field. It integrates previous models from the literature



into the research and thereby provides a broadened model that highlights expectation enactment. And, it lays out foundational premises upon which the Expectation Enactment Analysis is developed, extending managerial work, jobs, and behavior into a Christian context and linking the two structurally and theoretically.

Secondly, the “inquiry from the inside” methodology provides an intensive and extensive case study of the role. It is distinctive in the field due to greater involvement of the researcher influencing the role and the organization. Limitations of time, finances, personnel, and perspective have previously prevented such studies.

Thirdly, this study occurs within a unique setting and class of organizations that have received little research attention--the religious, volunteer, non-profit. This context, and assumptions held by individuals in it, introduces a new dimension to managerial work, jobs, and behavior, e.g., consideration of God’s place in managerial practice. The following sections will elaborate.

These contributions not only address Hales’ (1986) challenge to the field, but also specifically respond to Stewart’s (1989) articulation of ways forward in the field. In her broad analysis, she mapped out ways to address the theoretical gaps and to design research to cover those gaps. This research has particularly addressed one of the eight areas she marked out--studying the *thoughts and actions of managers over time* with a focus on improving our understanding of them. This research opens up new territory, fills in some of the theoretical gap in the field, and offers a platform from which to continue moving the field ahead. The following discussion will elaborate on how the research has done this.

### 8.3.1 *Theory*

#### 8.3.1.1 *Nature of the Role Concept and Its Relationship to Expectation Enactment*

Role theory has defined role in many ways. An excellent example from managerial work, jobs, and behavior comes from Stewart *et al.* (1994). They write, “A role is the sum of the expected behaviors of a jobholder” (p.7). This identifies the core elements of a role (Gross *et al.*, 1958). However, it does not take the concept of role far enough. It addresses the parts of the definition. It does not address the “how” of the definition. Role is a processual concept, and therefore requires further elaboration.

Fondas and Stewart (1994) rightly introduce the next step in moving from definition of elements to process dynamic of the role concept. They highlight the Katz and Kahn's (1978) model. However, this model focuses attention on the role episode, not the role itself. The research in this thesis suggests that *role* itself is an open system. It is more than a summation of discrete, expected behaviors, or even role episode interactions. This approach prevents one from reifying the role concept. It provides a mental representation of role that captures the dynamism, the interaction, and the multiple influences that define role.

*Role* is then defined for the research as a open systems construct. It describes a position in a social system, filled by a Role Incumbent relating to one or more Role Set Members. In this relational construct, the Role Incumbent and Role Set Member(s) interact and negotiate their relationship in an ongoing fashion. The negotiations involve recognition, evaluation, and feedback regarding the behavior patterns and expectations of both Role Incumbent and Role Set Member. In this research, Role Incumbent behavior patterns are seen as the basis for communicating expectations to the Role Set Member. The Role Set Member behavior patterns are primarily seen as feedback on the Role Incumbent's communication. It is recognized that this is just one way to order the communication between Role Incumbent and Role Set Member. Any of the Role Incumbents in this open systems construct can be analysed with regard to enacting expectations. In effect, the Katz and Kahn (1978) model simply orders their analysis from the point of view of the Role Set Member rather than the Role Incumbent as this research has done.<sup>3</sup>

*Expectations* are evaluative standards (Gross et al., 1965). They are mental representations of how things either should be (normative expectations), or will likely be (anticipatory expectations).<sup>4</sup> As Katz and Kahn (1978, p.190) have written, "Role expectations for a given office (and its occupant) *exist in the minds* of members of its role

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<sup>3</sup> For example, this research studied David Boyd (the *Role Incumbent*) in his *position* as Chancellor of the U of N-Kona (the *social system*) and his relationships with key organizational members (*Role Set Members*).

<sup>4</sup> Anticipatory expectations result from predicting responses based on past experiences. Normative expectations are based on what one believes "should" be the case. They have many sources outside of the Role Incumbent.

The Role Incumbent's ability to adjust normative expectations is a function of communication--persuasion, negotiation, etc. There are three basic responses that a Role Set Member can make to this sequence of communications. The Role Set Member can accept the new definition of what's expected which produces agreement. The Role Set Member can negotiate definition of what's expected which may end in consensus, compromise, or agreement. Or, the Role Set Member can refuse to accept the new definition. If the issue is significant enough, this refusal may lead to the Role Set Member leaving his or her role.

set....[They] represent standards in terms of which they evaluate the occupant's performance" (emphasis added). In this case, the expectations which Role Set Members hold shape their perceptions of and responses to the Role Incumbent and his role.<sup>5</sup>

*Expectation enactment* is the process of creating, reinforcing, or modifying expectations which the Role Set Member holds. This includes standards for the Role Incumbent's role; the Role Set Member's interaction with the Role Incumbent regarding that role; and the Role Set Member's contribution to the organization through his or her own role. Understanding and producing such impacts is a key requirement for a manager, and particularly a chief executive.

One question of the research was, "How did the Role Incumbent enact expectations?" He did it through his pattern of behaviors.<sup>6</sup> Another question from the research was "What determines these patterns of behavior?" The answer proposed is that the Role Incumbent's *internal processing*, (with specific attention to his/her managerial agenda) generates behavior patterns.<sup>7</sup> This answer is conceptualized in the form of an *Expectation Enactment Program*.

An *Expectation Enactment Program* may be defined as a cybernetic control system (Burke and Reitzes, 1991; Powers, 1975). It orients the Role Incumbent's perception, processes input, and generates behavioral output to enact expectations. Specifically, the Expectation Enactment Program compares an input (Role Set Member communication) with an internal standard (managerial agenda). The input then goes through an internal process and produces a behavioral output (role performance) until there is a match between the input and the standard. From the perspective of the managerial agenda, the Role Incumbent's outputs influence the interactions with Role Set Members until the Role Set Member inputs match the

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<sup>5</sup> For example, one expectation Role Set Members held following the 1994 Staff Conference was that the organization would become more functional, which it did over the following years.

<sup>6</sup> Patterned behavior operates at both the conscious and unconscious level. Consistency at the pattern level is one of the most significant formative causes for enacting expectations.

Initial expectations can be generated by what a Role Incumbent says. However, the test for whether it remains operative is whether actions support the words.

<sup>7</sup> Internal processing interrelates perceptual, representational, and behavioral aspects. It functions comparably to the programming of computer software, just with more complexity. The behavioral output, however, may be traced back to the representational and perceptual dimensions.

For example, the Role Incumbent created the expectation that the university would no longer be so dysfunctional. He reinforced that expectation through focusing implementation of its vision, addressing the financial imperative the university faced, and consolidating its operations. This behavior came from his attention to his managerial agenda item of transforming organizational identity.

managerial agenda setting.<sup>8</sup>

The managerial agenda gives direction to the Role Incumbent's intentions and actions. It shapes Role Incumbent thinking and behavior patterns. And, it guides communication to Role Set Members on where and how the Role Incumbent intends them to go, facilitating expectation enactment. These Role Set Member expectations then orient them in their perceptions of and responses to the Role Incumbent.

Using the open systems role concept in this way worked to...

- 1) Draw out implications of previous theory (Fondas and Stewart, 1994; Katz and Kahn, 1978) by looking at role as an open system.
- 2) Focus explicit understanding of *how* the negotiations associated with role expectations and role performance interact (Swann, 1987).
- 3) Provide a specific means for analysing the relational aspects of managerial work (Mant, 1977).<sup>9</sup>
- 4) Provide a context for investigating specific aspects of role and role interactions as in the case of this research's focus on Role Incumbent processes and performance (Watzlawick *et al.* 1967; Weick, 1979).<sup>10</sup>

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<sup>8</sup> In this cybernetic model, the Expectation Enactment Program operates by making comparisons. The Role Incumbent compares what he/she perceives with the relevant managerial agenda item and then acts. If there's a match, then the Role Incumbent acts to support and continue the present situation. If there's a mis-match, at least two options exist. One may be to say no, ignore, or avoid paying attention to the situation being perceived. A second option is to enact a response to pro-actively change or define the situation. For example, the Role Incumbent found a match between the efforts of the Organizational Development Team and his managerial agenda item of *transforming organizational identity*. So he supported those efforts. An example of a mis-match where he stopped influence occurred with input from certain Role Set Members from the leadership council previous to his taking the role. They received a gracious hearing, but experienced little or no influence with the Role Incumbent. A mis-match where he proactively engaged Role Set Members occurred when he caught flak for his decision to integrate the Kings Mansion and Makapala programs. He actively engaged these Role Set Members over time to modify their responses.

Two other general analyses are available. One from the perspective of the Role Set Member. The other from the perspective of the interaction itself, looking not at who is influencing whom, but rather how does this interaction evolve the role.

<sup>9</sup> Mant (1977) suggests that in some contexts work is defined *relationally* instead of *impersonally in terms of output*. When this is the case, then it is quite important to understand the dynamics of role in order to understand the nature of the work.

<sup>10</sup> Attention may be addressed to different sources for communicating expectations. Firstly, it can view the Role Incumbent's initiation of communication such as in this research. Secondly, it can emphasize the Role Set Member(s)' communication such as in Katz and Kahn's (1978). Thirdly, it can focus on contextual and/or environmental influences. However, a more comprehensive view uses multi-causal models of role and role evolution. It offers possibilities for new breakthroughs theoretically and appears as a next step in role research within managerial work, jobs, and behavior.

### 8.3.1.2 *Evolution of the Expectation Enactment Program Model*

This research contributes through the modification and integration of multiple models within the literature. It thereby extends the scope of the original work into potential new areas of research.

Firstly, it takes Katz and Kahn's (1978) Role Episode Model and shifts the focus of attention. It emphasizes how the Role Incumbent enacts expectations within Role Set Members rather than how Role Set Members communicate their expectations.

Secondly, it focuses on one component of the Determinants of Expectations Enactment Model proposed by Fondas and Stewart (1994), i.e., determinants functioning within the Role Incumbent. As such it shifts attention from the more general Role Incumbent -- Role Set Member interaction to the more specific Role Incumbent enactment. In this shift it focuses on the Role Incumbent's internal processing as a causal factor.

Thirdly, building on this shift, it modifies and integrates Burke and Reitzes' (1991) Role Identity Model. It utilizes the cybernetic structure of their model while modifying their focus on role identity to a focus on managerial agenda.

Fourthly, it utilizes the Role Incumbent's managerial agenda items (Kotter, 1982, Fondas, 1987) as the source of internal standards for the cybernetic functioning of the model. These managerial agenda items become the internal standards by which the Role Incumbent assesses expectation enactment results, processes internally, and behaves to pursue the managerial agenda.

Fifthly, the resulting model is the Expectation Enactment Program, which explains the process of expectation enactment itself.

Four conclusions drawn from articulation and use of the Expectation Enactment Program model follow:

- 1) This approach suggests that a Role Incumbent enacts expectations both intentionally and unintentionally by virtue of Expectation Enactment Programs.<sup>11</sup>

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<sup>11</sup> These programs are seen as cybernetic control systems comparing input (Role Set Member behavior and communication) against an internal standard (i.e. the managerial agenda) with behavioral output used to adjust the input until it matches the standard. These programs orient the Role Incumbent through his perceptions. They make meaning through the representations of experience he creates from these perceptions. And they generate behavior, which among other things, enacts expectations. Additionally, this model makes explicit that expectation enactment is *always* occurring as a

- 2) Whatever set of expectations a Role Set Member has for a Role Incumbent may be reinforced or modified by the Role Incumbent. In addition, the Role Incumbent can create new expectations for the role.<sup>12</sup>
- 3) If Role Set Members' responses are not what the Role Incumbent desires, changing them starts with changing him/herself first *because* he/she is often a source of those responses.<sup>13</sup>
- 4) The power of conscious expectation enactment with its resulting benefits resides in the ability to take charge of one's own Expectation Enactment Programs.<sup>14</sup>

### 8.3.2 Methodology

One of the contributions of this research is its "inquiry from the inside" methodology. Mintzberg's (1973) ground breaking study was noted among other things for his observational methodology. He actively pursued chief executives in their daily life activities. Kotter (1982a) followed that research with his own observational research of fifteen general managers. Luthans, Hodgetts, and Rosenkrantz (1988) did an intensive four year investigation. In it they used unstructured observation, structured interviews, and structured observational data. Luthans, Welsh, and Rosenkrantz (1993) followed up on this model with studies of Russian managers. These studies were significant as were others using simple diary studies, questionnaires, qualitative interviews, surveys, and structured observation. However, managerial work, jobs, and behavior could well benefit from more attention to the type of methodological approaches which Hodgson *et al.* (1965) and Sayles (1964) pioneered. This study has followed up on them with its in-depth, "inquiry from the inside" approach.

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function of the internal patterns of thinking and the external patterns of behavior which a Role Incumbent utilizes.

<sup>12</sup> Stewart's (1982a) model of demands, constraints and choices recognizes the limitations on the Role Incumbent's ability to full define his or her own role and job due to its demands and constraints. However, she has also highlighted the range of choice available as well. Most Role Incumbents have more choice than they actually are aware of in defining their roles and jobs.

<sup>13</sup> "If people want to change their environment, they need to change themselves and their actions--not someone else. ...Problems that never get solved, never get solved because managers keep tinkering with everything but what they do" (Weick, 1979, p.152).

<sup>14</sup> Such taking charge requires personal and interpersonal awareness, flexible communication skills, and openness to integrate and respond to feedback. It fits within Stewart's (1982a) demands, constraints and choices model to highlight one aspect of choice.

This type of research uses the natural, organizational setting as context which highlights the many influences on a manager. It interprets the phenomena encountered in terms of the manager's perspective and meanings which the manager brings to his/her context. It includes a variety of inputs--observation, individual reflections, historical information, personal experiences (including those of the researcher), and cultural norms. The ultimate goal is to give a better understanding of the manager and what is required of the managerial role *in context*.<sup>15</sup> Understanding what is happening in the role of the manager better equips managers, trainers and researchers to improve managerial functioning.

The degree of researcher involvement in this study sets it apart from most if not all other work in managerial work, jobs, and behavior. As such, the results of the study offer a depth perspective to managerial studies. It provides a theoretical and experiential bridge to action researchers. The methodology also encourages others to pursue research in their own natural context on a longitudinal basis.<sup>16</sup>

### 8.3.3 Context of the Research

Research builds conceptual infra-structure. That conceptual infra-structure may be used to develop these ideas into actions and impact. The actual context of this research contributes to such infra-structure.

Firstly, it takes concepts from managerial work, jobs, and behavior into the religious, volunteer, non-profit sector. This has not been frequently done.<sup>17</sup> Expectations are a primary aspect of all interpersonal communications, but particularly in the volunteer, non-profit area. In this area, effective relationships and quality communication are prime motivators. Role Incumbents in non-profits as well as for-profits can use such processes as expectation enactment to be successful and/or effective.

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<sup>15</sup> See Denzin and Lincoln (1994b) for a discussion of the nature of qualitative research, its definitions, and perspectives on the qualitative researcher.

<sup>16</sup> Robson's (1993) work on *Real World Research* provides a comprehensive methodological rationale for such a pursuit.

<sup>17</sup> Otto's (1998) unpublished dissertation, Managing Voluntary Organisations: A Study of Role Issues Amongst Chairs of Governing Bodies and Managers of Voluntary Organisations is a valuable exception. Denis et al.'s (1995) "Structuring Leadership Roles in an Organized Anarchy" is another type of approach.

Secondly, there are distinctives in this non-profit sector which managers in the for-profit sector are encountering. For example, how does a manager motivate a highly mobile work force? How does a manager develop accountability measures for such a mobile work force which function for the benefit of the person as well as the organization? And, what is the relationship of personal commitment to organizational purpose? This research highlights strengths and weaknesses in one Role Incumbent's responses to such issues.

Thirdly, the research addresses a religious context significantly underrepresented in the research literature.<sup>18</sup> The cultural norms associated with religious beliefs focus attention on the nature of spirituality in the work place. In the case of this research, these beliefs strongly influence the daily practice of both Role Incumbent and Role Set Members. Description of these experiences offers possibilities for considering other areas of role and organizational research incorporating such religious practices and perspectives.

#### 8.4 A Critique

The following critiques are used to position the research within a broader dialogue. By introducing philosophical, cultural and methodological considerations, a critical reflection offers potential insights for improvement and development of thinking related to the research.

##### 8.4.1 *Philosophical Positioning: An Approach to a Postmodern Critique*

Kilduff and Mehra (1997) write that, "Organizational researchers have tended to neglect or reject the critiques...of the many postmodern perspectives." This comment could well be made about this research as well. Only during the study has this researcher encountered postmodern philosophy and methodological approaches to research. In an intuitive way, some of the concerns of postmodern thinking have been embodied in the research. However,

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<sup>18</sup> Jeavons (1994) writes that "...as interest in the independent sector and nonprofit organizations has been increasing...attention on the part of scholars to the religious roots of the sector and to religious organizations has been almost non-existent....The absence of references to or considerations of religion and religious elements in studies, articles, and books about nonprofit organizations and their functions is often conspicuous. In fact, this phenomenon has been documented recently by one researcher who found that...only 4.7 percent [of research in progress on non-profits and voluntarism] deal with religion... and [from a] listing of 2195 books and articles on philanthropy and voluntarism, only 2.1 percent deal specifically with religion" (p.4).



reflection allows me, even forces me, to consider the limitations highlighted by such postmodern thinking. Pointers to these reflections follow.

#### 8.4.1.1 *Whose voice is being heard?*

Postmodernism presents the challenge as to whose *voice* is being heard (Lincoln and Denzin, 1994). Two emphases may be highlighted here. Firstly, it recognizes people with experience and meaning to contribute who have been excluded. Here the emphasis is on the person, him or herself. Secondly, it recognizes issues of power and privilege. This emphasis addresses why that person or those people have been marginalized, and invites them in to the dialogue.

In this research three major voices are heard. Firstly, there is my own as participant, researcher and author. Secondly, there is the Role Incumbent's. It is expressed directly through quotes, indirectly through experiences reported, and even more indirectly through his influence on his role set. Thirdly, there are various Role Set Members' voices.

It is clear that other major voices are not heard in this research. Firstly, there are those voices of people not in organizational positions as Role Set Members. Foremost among these are the spouses and children of those individuals, primarily men, who filled the organizational positions and/or important role set relations. Secondly, there are never-married singles. Thirdly, there are those who were insufficiently connected to the leadership domain to factor in to the research design. These included staff members, students, campus volunteers, and community members.

The power dynamics get highlighted once one begins to look at the question of who has been marginalized and why. In part these dynamics reflect the cultural discourses taking place. More impactfully for this research, however, they reflect my own biases and support of the status quo at the cultural level. Sensitized by my wife, I recognized the dilemma that wives of campus leaders experienced. Conversation and counselling helped me hear the heart cries of singles on campus. Working in the Operations area revealed the low estate that support workers had in the larger scheme of things.

Regularly senior leadership held discussions about inclusion of other cultures--Koreans, Islanders, and so on. Yet, those discussions failed to trigger a re-evaluation of the research

design or process. And, the significance of occupying a position of power and privilege--as participant and as researcher--was not fully appreciated during the research. Only now does that light begin to dawn. At this point, approaching the research differently would still take serious consideration. To do so would obviously produce a very different type of result.

#### 8.4.1.2 *What is the relationship between the researcher and the subject(s)?*

In some measure this topic has been addressed in the methodology section. However, a postmodern filter provides additional insights into the research. Postmodernism challenges the researcher to consider this relationship problematic and to be self-critical with regard to it (Parker, 1992). This section can only begin to address this issue. However, such a beginning is worthwhile.

Firstly, the relationship was one of identification. It meant identifying with the norms of the organization as well as with the Role Incumbent himself. Such identification was a conscious choice. It was based on the organizational vision portrayed, the opportunities offered, and a perceived call from God. Part of identification with the Role Incumbent was due to contextual parameters. We shared similarities in gender, race, class, societal culture, educational level, generational cohort, personality type, spiritual orientation, and even regional geographic history.

Secondly, these commonalities were joined by a common commitment to growth personally as well as organizationally.

Yet, two major differences should be noted. One was being an outsider to the organization who gradually became an insider. With that came a freedom to say and do things that the Role Incumbent could not say or do. A second was the analytical approach brought to the relationship. My own interest in personal and organizational development, surely heightened the Role Incumbent's commitment to both of these. So in our interaction, the Role Incumbent's thinking and actions regarding managerial agenda items were influenced. He also used me to implement for him in parts of his agenda. Such implementation helped shape the historical moment for him in this period. Simultaneously and interactively, he did the same with and for me. These considerations orient the next section addressing how meaning is being made of the research.

#### 8.4.1.3 *How is meaning being made?*

All researchers operate from a paradigm, a “basic set of beliefs that guides action” (Guba, 1990, p.17). My own interpretive paradigm is primarily constructivist. Denzin and Lincoln (1994b) describe it. “The constructivist paradigm assumes a relativist ontology (there are multiple realities)...a subjectivist epistemology (knower and subject create understandings)...and a naturalistic (in the natural world) set of methodological procedures. Findings are usually presented in terms of the criteria of grounded theory. Terms such as credibility, transferability, dependability, and confirmability replace the usual positivist criteria of internal and external validity, reliability, and objectivity” (p.13-14).

Consistent with this perspective is the postmodern assertion that “no methodology [is] capable of unmediated, objective representation of the facts” (Kilduff and Mehra, 1997, p.464). That means that the analysis and interpretations made from this research do not stand as “the truth.” Rather, they stand as a subjective, and in some measure consensual, understanding of the experiences lived together.

Even with this said, there is at least one problematic aspect to this position. It is the sense of being strongly committed to the reality constructed in this thesis. It parallels, at some times matches, and surely diverges from others’ realities who participated in the research as well. It is only one construction. It carries with it a sense of certainty about how it configures social reality. It does open up the consideration of “how social constructions take on the appearance of certainty” (Kilduff and Mehar, 1997, p.464). The associated question coming to mind, then, is “How might another construction of reality allow room for seeing different aspects of what was happening and/or presenting different interpretations.”

#### 8.4.2 *Cultural Positioning: An Approach to Multi-Cultural Discourses*

Hofstede (1993) argues that “management scientists, theorists, and writers...grew up in a particular society in a particular period, and their ideas cannot help but reflect the constraints of their environment” (p.82). This quote emphasizes the cultural constraints a researcher brings to research. This research itself has been constrained not only by identification with the research context and subject(s), but also by the cultural homogeneity.

Schein (1985, 1991) claims that founders' beliefs and values are transmitted to organizational members. With organizational success, Schein says these beliefs and values become underlying cultural assumptions of the organization. In the case of this research, the founder attracted colleagues with very similar characteristics. Many were American, post-World War II generation, religiously Pentecostal Christian, sacrificially committed to living on faith, adventurous to go anywhere they sensed God's calling, and so on. These characteristics, as well as others, can be documented in the U of N-Kona organizational culture.

Hofstede's (1980, 1991) work addresses the national cultural influence the founder brought and the Role Incumbent reinforced in Kona. The original work by Hofstede (1980) noted four characteristic bipolar dimensions. He later added a fifth (Hofstede, 1993). These dimensions in various combinations characterized different national cultures. The U of N-Kona squarely fit in the American cultural model.

The research is a mono-cultural work. It combines my own American cultural bias with the organization's and Role Incumbent's American cultural foundation. And this despite the fact that the organization is global. It is committed to being multi-cultural. And, it consciously attempts to include all cultures. This mono-cultural bias represents both a strength and a weakness in the research. As a strength it offers a consistent picture of cultural assumptions of the U of N-Kona. As a weakness, it misses perspectives from significant other cultures, particularly Asians and Pacific Islanders.

There were voices not heard in this research. One set of those voices were the Koreans on campus. They constituted probably the most significant number of non-Westerners on campus. Yet, they were underrepresented in the study, as in leadership positions on the campus. They offer such a different cultural perspective on the role of the chief executive. It would have been valuable to re-constitute the meaning of "role set" to include their views.

There were also a number of Pacific Islanders involved in the university. Their relationship to their leader, or chief, is different than the typical, American-style relationship. Holland (1997), referencing Duranti (1992), addresses Samoan perspectives on such leadership. She writes, "...a person's acts tended not to be read by Samoans as signs of the person's self, but rather as indicators of the state of relationships between the person and

the recipient of his act...and among members of the group as a whole. Few cared, what, if any, aspect of self...might have led [the chief] to behave as he did in the village council. What people talked about was the social import of what he said--its social effects" (p.162). The university had Samoans in the senior leadership, and this perspective was evidenced there. Yet, the research suffers from the lack of a more extensive understanding of how these cultural perspectives operate. From an action research point of view, a tremendous opportunity remains for understanding and influencing the multi-cultural dynamics surrounding the role.

#### 8.4.3 *Methodological Positioning: An Alternative Approach*

There are two areas of critique within this section. They contribute to those critiques found in the methodological chapter as well. The first concerns the actual content of the research. The second considers Biblical worldview, which the subject as well as the researcher brings to the research.

##### 8.4.3.1 *Content of the Research*

This section looks at two specific areas of content--comparative analyses and the role of the researcher.

Firstly, the exploratory nature of this study limited the scope of the research to the role of the Chancellor of the U of N-Kona. The most glaring limitation of this choice was lack of comparison with other chief executives. Such comparisons could be available in 1) *similar*, 2) *somewhat similar and somewhat different*, and 3) *comparable but significantly different* roles. The comparison and contrast would produce a richer array of pattern type data. It could relate to the chief executive role at whatever comparison level (e.g., Christian, missionary-training institutions of post-secondary education). It could also highlight the difference between individual characteristics of the Role Incumbent and positional characteristics of the role itself.<sup>19</sup> It might be found that the Role Incumbent's role more closely approximated that of an abbot of a religious order than the CEO of a mid-sized business or even the President of

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<sup>19</sup> Pearce's (1983) work on volunteers offers an example. Her research shows how the organizational and role structure of the organizations studied produced types of generalizations that this kind of study could not.

an university.<sup>20</sup>

A related limitation is the use of research on for-profits when considering this fairly unique not-for-profit organization. One cannot assume that the principles associated with primarily commercial organizations will necessarily follow for non-profits (Jeavons, 1994). Albert and Whetten's (1985) ground-breaking work on organizational identity illustrates one way of considering the comparison. It would be useful to have such comparative contexts to work with in investigating the role of the chief executive.

Secondly, the strengths of being a participant observer in an ethnographic research paradigm have been highlighted in the methodology chapter. This section acknowledges two limitations. The first limitation was my influence as a Role Set Member on the Role Incumbent. With a commitment to the Role Incumbent, organization, and organizational development, it would be impossible to avoid impacting all three in a significant way. As Bruner (1993) has said, the qualitative researcher is "historically positioned and locally situated [as] an all too human [observer] of the human condition" (p.1).

My own impacts on the Role Incumbent, his role set and the organization are integrated within the lines of this study. They are very much a part of the fabric of the Role Incumbent's managerial and leadership behavior during the period of the research. They significantly contribute to a chapter in his own personal, and the organization's text for that season of his and its life. I personally would not have chosen a different mode of research. Yet, I recognize that this is simply one variation of many qualitative approaches that could have been taken. It is further limited by my inability to see areas where I am blinded, and so have not seen them in the Role Incumbent or the organization.

Thirdly, an incomplete analysis of contextual parameters may have affected an understanding of the role and of the organizational outcomes. This research focuses the impact of the Role Incumbent on his role. It includes expectations for himself, Role Set Member expectations and organizational change. Other researchers, e.g., Lombardo and McCall (1982), have suggested that factors other than managerial behavior affect organizational outcomes. Additionally, some researchers, e.g., Pfeffer and Salancik (1978),

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<sup>20</sup> This consideration is not far off given that the U of N-Kona was legally constituted as a religious order, and demonstrated principles and practices associated with modern-day religious orders.

suggest that managers receive the benefit of effectiveness attributions more dependent upon organizational performance than their own. It would take additional research to integrate these concerns. However, they are valid perspectives to be applied to this research.

#### 8.4.3.2 *Biblical Worldviews*

Spirituality has become an increasing concern of individuals in every sphere of life. There was a period during which it seemed to be cordoned off into its own corner. However, people from all walks of life are searching for "...a way of reconnecting to meaning, purpose, and the sense of wholeness and holiness that once, in another age, permeated the everyday lives of ordinary men and women (Lincoln and Denzin, 1994, p.582).

This research offers only a taste of a spiritual orientation which addresses this expression of "meaning, purpose, wholeness and holiness." It was primarily interested in the managerial and organizational aspects of the study. Therefore, it failed to address fully the spiritual presuppositions and cultural understandings that appear throughout the text. One example might suffice. The place of prayer, the experience of "hearing from God," and the confidence that there is a personal God with a plan for each person are all rich expressions of this organizational community. Each have their own confirming histories in the organization. Yet, little direct time was devoted to them. And, the complexities of each--when prayer does not seem to be heard...when one longs to hear from God and does not...when circumstances challenge one's faith that God does have a plan--certainly did not receive enough attention. Additionally, the relationship between spirituality, management, and leadership could be more deeply pursued.<sup>21</sup> These limitations will have to wait to be addressed in future research.

From a social-structural, symbolic interactionist point of view, the self "...exists in the activity of viewing oneself reflexively, as an object, by using the standpoint of others to

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<sup>21</sup> In this study, the role of chief executive was defined in terms of his responsibility for both the internal and external results of his organization. This corresponds with Mintzberg's (1973) conceptualization of managerial work, jobs, and behavior. He worked with CEOs responsible for both leadership and managerial functions, and included the leadership role as one of the ten he identified. Other researchers (Zaleznik, 1977) would distinguish between managerial and leadership personality types. Further work on charismatic leadership (Bass, 1990) and its relationship to spirituality, leadership, and management was looked at but not pursued further. Of particular future interest might be a study of the non-charismatic, but spiritually attuned manager-leader. This case study could well be used as a basis for further investigation into such research.

attach meaning to oneself. The self is a social structure, emergent from social interaction" (Stryker and Statham, 1985, p.317). This definition comes from the point of view in which the self is socially constructed. Though agreeing with social constructivists in measure, there is another dimension to perspectives on the self. The Christian paradigm offers an eternal dimension of the self as well. In that sense, the Christian view adds a purpose-giving and meaning-making perspective to today's research community. While a universal claim of truth for this perspective is not necessary, this perspective does influence this research and offers a unique and useful contribution. The implications of believing that God as creator endowed humans with their true, eternal identity were not developed. This, too, must be left for another time. Even so, the eternal perspective from this research contributes to the dialogue in managerial work, jobs, and behavior concerning managerial practices.

### **8.5 Future Research**

Some future research interests have been raised in preceding section of this chapter. However, other areas also deserve attention. The most obvious is applying the theory in multiple other contexts to test its usefulness. As previously suggested, comparative studies of CEOs could highlight the dimensions of their Expectation Enactment Programs. For example, what are they, in what contexts do they use them, and what is the impact of making changes to the Expectation Enactment Programs on their roles.

Additionally, work could be done on comparisons between volunteer, non-profit CEOs in the field of Christian ministries. Attention could also be paid to comparing CEOs in multiple business contexts as well as comparing business CEOs with non-profit chief executives.

The whole area of role evolution also offers potential room for theoretical development. Gabarro (1987) and Hambrick and Fukutomi (1991) have done some work on such developmental stages. Also, Clinton (1989) has done such work in a Christian context. Even so, this area is rich in potential for identifying the developmental stages associated with roles. Also, they could potentially link them with developmental stages of organizational growth.

Along this latter line, further work on the organizational life-cycle and its relationship to CEO styles is worth pursuing. One resource to use here comes from Van de Ven and Poole



(1995). They have set out four basic theories of change in organizations along with accompanying "motors" of change. Additionally, they distinguish level and mode of change applicable to each theory. A second resource is the strategy conversation on organizational identity edited by Whetten and Godfrey (1998). It integrates expectation enactment theory (though not called by this name) and organizational change.<sup>22</sup> This work in progress highlights a small but growing number of researchers interested in the connection between managerial impact and organizational identity change.

Another area of interest is executive leadership from a collectivist point of view. It could be usefully compared to the more individualistic view seen in this research. Such a study could introduce more of Hofstede's perspective on national and organizational cultures. Along this same line, one might use a postmodern perspective to provide new angles for understanding managerial work, jobs, and behavior.

From a different angle, this research has stirred attention to expectations as a significant part of the managerial world. Further development of distinctions in this area would give the concept even more power. Some of these distinctions include *types* (normative and anticipatory), *sources* (Role Incumbent, Role Set Members, stakeholders), and *validation processes*. Also, there are *formation* (imposed, negotiated), *level of analysis* (identity, processing, behavior, interaction), and *bases* (past personal experience, past interpersonal experiences; present situation, future hopes).<sup>23</sup> These offer a framework for possible future investigation.

Finally, there is a whole area of work related to the Expectation Enactment Program and identity. Stryker (1968, 1980; Stryker and Statham, 1985; Stryker and Serpe, 1994); Burke and Reitzes (1981, 1991), and Riley and Burke (1995) have done significant work on role identity. More can be done in relating identity and expectation enactment processes to each other in the managerial environment.

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<sup>22</sup> Bunderson comments in that conversation, "As a manager your theory of change...will influence how you think you can manage changes in identity. It will impact the kinds of actions you take to attempt to change identity" (p.142).

<sup>23</sup> Specification of the *bases* could include: 1) *past personal experience*...transference, projection, criteria formation; 2) *past interpersonal experiences*...dyad, group, and organizational reference experiences; 3) *present situation*...circumstantial demands, division of labor, power/authority requirements; and 4) *future hopes*...projections, ideals.

## 8.6 Areas of application

The research can also offer some possibilities for direct application. Two categories are covered--*people* and *targets* for whom the applications might be useful. In the *people* category, the applications associated with a Role Incumbent, researcher, educator, and consultant are considered. In the *target* category, four areas are covered. These include managerial training and development, executive coaching and performance appraisals, executive development planning, and team building.

### 8.6.1 *The People For Whom Applications Might Be Useful*

#### 8.6.1.1 *For the Role Incumbent*

There are at least three levels of application in which the Role Incumbent could use this analysis. Firstly, the Role Incumbent could use it as personal information and orientation for where he is, what impact he's creating, and what possibilities there might be for growth and development. This is the least personally involving level.

Secondly, the Role Incumbent could invite personal and organizational intervention based on interpersonal and organizational patterns related to his/her own patterns. This becomes more personally involving because the Role Incumbent is acknowledging personal responsibilities for leadership and organizational patterns.

Thirdly, the Role Incumbent could share the analysis (as much as considered appropriate) with others for purpose of on-going accountability and development personally and organizationally. This is the deepest level of personal involvement and establishes a strong commitment to growth and development.

#### 8.6.1.2 *For Others*

For researchers, this Expectation Enactment Analysis offers a framework for getting to a core sequence of any managerial leader. Clearly there is a great amount of complexity in how this all operates, but it gives a starting point for new research into the power of enacting expectations as a management tool.

For educators, it offers an interactive teaching tool. They could use it to offer managers

new perspectives in their own performance by leading them through the analysis themselves. They could also use the accumulated wisdom of feedback from such managers in preparing new managers for their jobs.

For consultants, it offers a change agent tool for gathering information, defining leverage points for intervention, and offering concise feedback and executive coaching to the Role Incumbent.

## 8.6.2 *The Targets For Which Applications Might Be Useful*

### 8.6.2.1 *Managerial Training and Development*

One of the realities of managerial work is its interpersonal nature. The open systems definition of role provides a theoretical understanding of role relationships between Role Incumbent and Role Set Members. It contextualizes these relationships within the organization. Applied in an Expectation Enactment Analysis framework, it focuses on what the Role Incumbent him/herself can do to make a difference. This framework might be used to introduce a number of process skills that new managers require. These could include conflict resolution, persuasion skills, performance appraisals, setting value expectations and so on.

### 8.6.2.2 *Executive Coaching and Performance Appraisals*

For some time now, there has been attention to the importance of mentors and coaches of managers. Managers, particularly senior executives, are recognizing the importance of sharpening their perceptions and skills in the soft issues such as values, morale, communication and so on (Benton, 1999).<sup>24</sup> In commercial contexts, these skills have the greatest effect on what has been called the “top line,” i.e., sales and revenue growth. In not-for-profit contexts, these skills motivate volunteers and organizational members to follow through on the vision they have committed to.

Specifically, this work deals with issues emerging in day to day activities related to

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<sup>24</sup> As Benton writes (1999), “A coach works with you...to increase your performance by helping you enhance what you have and acquire what you need”(p.5). Success in today’s world of high speed change requires new self-perceptions, skills, and savvy. Executive coaching has the potential to offer these additions. The theory being developed here offers one perspective from which such coaching could be brought.

the executive's managerial agenda.<sup>25</sup> The open systems definition of role offers a basis for executive appraisal on such soft, process issues.<sup>26</sup> Additionally, they lead into the next application, development planning.

#### 8.6.2.3 *Executive Development Planning*

Many executives, particularly in non-profits, do not have the benefit of looking at their personal and professional development over time. Several applications appear possible. Firstly, conceptual tools emerging from the study might be used. These could include the Role Episode Analysis, Expectation Enactment Program Model, and Impact Analysis as seen in Chapters Four through Seven. The Expectation Enactment Programs model could be used to gain a sense of the patterns which characterize the manager and might be used to predict future steps he or she might take. Combined with an Impact Analysis, these give a time frame as well as a structural view of the manager's performance. They could identify points for systematically improving performance, not just changing situational behaviors.

Secondly, analysis of the executive's managerial agenda could provide the basis for assessment of future direction.

Thirdly, role task work at the personal, interpersonal and organizational levels could be pursued (Hodgson *et al.*, 1965).<sup>27</sup>

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<sup>25</sup> Longenecker and Gioia (1992) have noted that "the higher one rises in an organization the less likely one is to receive quality feedback about job performance" (p.18). They suggest that bottom line focus alone in appraisal "ignores job process, which can be equally important to executive success" (p.22).

<sup>26</sup> The conceptual tools developed in this research include the Expectation Enactment Program, the Role Episode Analysis, the Role Evolution Timeline, and the Developmental Impact Analysis. Additionally relevant are Machin's (1981) individual Expectations Approach, Harrison's (1978) Team Role Negotiations tools, and Hodgson *et al.*'s (1965) Role Task Work assessments.

<sup>27</sup> Hodgson *et al.* (1965) define role task work as "...the sustained and directed effort of mind in which a person seeks to synthesize the organizational requirements of his position with his own individual needs, interests, and aspirations. The result of successful role-task work is a set of personal policies... by which the person strives to advance, or impede, the purposes of the organization, depending on his needs. Role-task work is seen as an active, ongoing process engaged in by the individual. It is a basic requisite of productive membership within an organization" (p.231). There is a core set of questions which Hodgson and his colleagues developed with regard to the organization. However, they may be generalized to interpersonal and personal perspectives as well. The seven questions for organizational role task work are: 1) What sort of organization is this? 2) Where do I fit in the organization? 3) Who's doing what in the organization? 4) What sort of person am I in this organization? 5) To what extent am I part of this organization? 6) How much shall I allow the organization to become part of me? 7) How do I get on with the business of administration? The same format of questions is used for interpersonal and personal role task work.

#### 8.6.2.4 *Team Building*

The focus on expectations in this work provide the basis not only for interactive analyses, but also for development of teams. Two particular applications present themselves. One comes from Machin (1981). He offers a model for clarifying individual expectations between the manager and his or her Role Set Members, negotiating agreement, and developing a communication audit to monitor progress. A second related application comes from Harrison (1978) who offers a team approach to expectation negotiations. Both of these processes could be used to build on the Expectation Enactment Analysis, extend it into areas of team application, and potentially organizational application.

### 8.7 Summary

This study looked at managerial work, jobs, and behavior with a role theory orientation. The exploratory case study offered an “insider’s” look at the role of the Chancellor, or chief executive, of the university. It described the role along with providing an Expectation Enactment Analysis integrating multiple models within the field. It highlighted a unique setting and class of organization that has been under-represented in studies in managerial work, jobs, and behavior. It reflected upon itself in terms of current philosophical, cultural, and methodological considerations. It offered directions for future research. And, finally, it pointed to potential applications which could be made as a result of the research.

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# Appendices

## Appendix 1

### Interview Questions for the Role Incumbent

The following questions were used in the first eight interviews with the Chancellor and then two interviews toward the end of the research. In between, the interview process used unstructured approach and tended to flow according to the conversation. The Initial interview was the most challenging, primarily because the concepts of rights and obligations within a role was not a framework either the Role Incumbent or myself was used to. Following this interview, I decided to develop questions that I did feel comfortable with and which were consistent with the theoretical material I had been studying. They produced much better results.

#### Initial Interview

1. What are the obligations which you have because you are Chancellor?
2. What are the rights which you have because you are Chancellor?
3. How do you know what is *not* yours to do?
4. How has your experience caused you to...
  - a. ...establish certain behavioral expectations of yourself that are being fulfilled?
  - b. ...dampen certain behavioral expectations that you have found you cannot fulfill?
5. How have you modified your expectations over the years with regard to your behavior as Chancellor?
  - a. What has caused that modification?
  - b. Can you point to specific internal responses you have had, or specific behaviors you have observed that have led to these modifications?
6. How has \_\_\_\_\_ (a member of your role set)
  - a. ...caused you to establish behavioral expectations of yourself that are being fulfilled?
  - b. ...dampen certain behavioral expectations of yourself that you have found you cannot fulfill?
  - c. What specific behaviors on the part of \_\_\_\_\_ have caused each of these?
7. What internal sanctions do you carry that act as warnings now with regard to your role behavior?



### Interview One

1. How do *you* define your role as Chancellor?
2. What is distinctive about the role of Chancellor in contrast to base leaders at YWAM bases?
3. Who are the people who have legitimate expectations on you in your role as Chancellor?
4. Who would you define as most influential in their expectations of you and why?
5. What are their expectations that you are aware of?
6. Are there any categories you use to sort these people?
7. How and why are these individuals influential toward you?
8. What do *you* feel strongly about in your relationship with these individuals?
9. What limitations do you experience in your relationship with these individuals and the entities they represent?
10. What strengths do you find coming from your relationships with these individuals and the entities they represent?
11. In what ways are these relationships strategic to your vision for the university?
12. What issues are brought up by the relationship you have with each of these?
13. What organizational dynamics do you recognize influencing your relationships with these individuals?
14. What other individuals have important expectations of you, and/or are growing in the importance they might have in relationship to you?
15. How do you distinguish them in their expectations of you from the first group?
16. What do *you* expect of each of these individuals?

### Interview Two

1. What are your areas of responsibility?
2. What are the activities you engage in which those in the community expect from you?
3. What are examples of these responsibilities and activities?
4. What is a weekly typical schedule for you?
5. What are the satisfactions you experience in your role?
6. What are the challenges you experience?
7. How do you see yourself fulfilling your role, e.g., how do you define yourself in this role?

### **Interview Three**

1. How do you think about your role as leader of the Leadership Council?
2. How do you prepare for it?
3. How do you think about leading it?
4. What are the issues that come up for you that are important?
5. How do you think about engaging members of the Leadership Council?
6. What is your evaluation of the way in which specific individuals engage you and the tasks involved in the Leadership Council?
7. Could you pick a specific situation, and individual, and discuss how you processed those interactions?
8. In what ways do you find [the founder's] influence operating on you as you lead in the Council?
9. How do you think about leadership structures that exist and that you are considering more generally?

### **Interview Four**

1. How do you understand your role set members' expectations of you, in general?
2. Would you pick one or more specific examples that characterize these expectations and elaborate on what they mean to you?
3. How do you see your relationships with these individuals impacting the campus...the local community...your vision for the world?
4. In a previous interview, you mentioned leadership development as important to you. How do you see your role set relationships impacting leadership development?
5. How do you define your leadership responsibilities and activities?
6. You have mentioned that "change" is important to you. What about it is important and how do you engage others in the process?
7. Who expects you to be involved in change, and how do those expectations shape your perceptions?
8. You seem to have a constant "ear to the ground," like you have lots of sources of information. How do you gather your information, what kind of sources do you have, and how do these sources relate to you?
9. What kind of spiritual oversight do you expect of yourself, and do others expect of you?
10. You function in a variety of groupings of people—from advisory teams, to a management group, to the Leadership Council, to the Chancellor's Team. How would you characterize your involvement in these generally? And, specifically, if you could pick one or two and describe how you see your relationships within them?

11. What is the same and what is different about how these different groupings function?  
What causes do you attribute these differences to?
12. Would you pick two or three key figures in these teams and describe how you see them functioning in their role, and in relation to your role?

#### **Interview Five**

1. Of those who have expectations of you in your role, who do you influence with regard to those expectations and how?
2. What is the relationship between who you see/understand yourself to be, and what you and others require of yourself in the role?
3. In what ways does the organization as a system impose boundaries and constraints on you in your role...and on others in their roles?
4. You speak of wanting others (and yourself) to be who they are. How do you create space for others to be who they are in the roles they perform?
5. What personal beliefs about yourself and/or others do you hold that cause you to act the ways in which you do toward others with regard to your role, and theirs? And, what are examples, or evidence, of those beliefs?

#### **Interview Six**

1. When were you given the title of Chancellor?
2. What was the process by which you were given the title?
3. What was your perception of the expectations that [the founder] and other senior leaders had for you in this role?
4. What, if any conflicts, did you experience in taking on this new role?
5. How has your understanding of this role evolved over time...specifically as it relates to you yourself, your relationships with others, and your relationship to the organization?
6. What history, personal and organizational, do you bring that influences your performance of the role?

#### **Interview Seven**

1. We have spoken previously of the relationship between your personal beliefs about yourself, your role relationships and the organization. Could you develop a specific example of how *you* see this relationship between your beliefs and your actions?
2. What expectations have you experienced from this person?
3. What expectations have you had of this person?

4. How have these expectations evolved over time, and what have been the processes you and he/she have engaged in to evolve them?
5. How have the norms and values of the organization shaped your perceptions and actions in relationship to this/these individuals?
6. How has the evolution of your understanding and actions affected relationships with others who have expectations of you in your role?
7. You have mentioned different metaphors of leadership, e.g., fathering, visionary, coaching, etc. How do you see these metaphors affecting your interactions with others?

#### **Interview Eight**

1. What is your sense of mission and vision, first personally, and second organizationally?
2. How would you describe the process that the organization is in for defining mission and vision at this stage?
3. What are the spiritual dynamics involved in the process?
4. How do the foundational values of the organization relate to this process?
5. What is the relationship between organizational vision and personal vision historically for you?

#### **Interview Nine**

1. You've been in your role for over seven years now. How do you see *it* now?
2. How do you see yourself in it?
3. Particularly, how do you see that aspect of it which is your being a second generation leader?
4. Could you give a specific example of how you understand this aspect?
5. What strategies have you used to influence the various areas of the university--e.g., academics, operations, ministry areas? Could you give specific examples?
6. What gives orientation to these strategies?
7. With regard to these various considerations--second generation leadership, strategies, orientation--how are you different now than you were three years ago, seven years ago, or even when you first came fourteen years ago?

## Appendix 2

### Researcher-Oriented Role Episode Questions

Once role episodes were identified, I used this set of questions to examine the role episode for myself. As a result, they also began to shape how I observed role episodes and listened for descriptions of role episodes.

These questions evolved out of the early days of trying to make sense out of all the data which I had gotten, and I found having a common set of core questions important when I got down to the set of role episodes that I finally analyzed. If answers were not obvious from the interview, I would re-contact the Role Set Member for clarification.

1. What demands that the role must fulfill are implicit in this episode? What did he have to do?
2. What constraints that the role must fulfill are implicit in this episode? What couldn't he do?
3. What choices that the role allows are implicit in this episode? What was he free to do?
4. What organizational factors did the Chancellor influence by his action which subsequently created, modified, or reinforced his role definition? *How?*
5. What interpersonal factors did the Chancellor influence by his action which subsequently created, modified, or reinforced his role definition? *How?*
6. What personal factors did the Chancellor influence by his action which subsequently created, modified, or reinforced his role definition? *How?*
7. What behaviours did he demonstrate which enacted identified expectations?
8. What results/consequences occurred which changed the role?
9. What managerial agenda item was evoked in this episode?
10. How did that managerial agenda item change as a result of this episode?
11. What were consequences of this change?
12. What responses (reflected appraisals) did he get, and how did they affect his managerial agenda item?
13. What modifications of behaviour did he engage in to adjust to the reflected appraisals of his role set members? What remained constant?
14. What processes did the RI go through to create, modify or reinforce his managerial agenda item?
15. What was/were the triggers associated with this Expectation Enactment Program?
16. What Expectation Enactment Program was used in this episode?
17. How are you building from your previous role episode studies—how is this tied to or separate from other role episode studies? How is it the same, how is it different?
18. What is *really* significant about this role episode study?

### **Appendix 3**

#### **Role Set Member Interview Schedule**

This two part set of questions for Role Set Members was used to get at a general overview of expectations as a way of setting context, and then to specify examples of role episodes which especially marked out one or more expectations enacted by the Role Incumbent. Interviews typically lasted at least two hours, but some went longer or were done in two parts. Shorter interviews were the exception with the shortest being just under one hour.

##### **Part One of Role Set Member Interview: Overview of Expectations**

1. What do you expect of the Chancellor?
2. What do you think he expects of you? How do you know...how does he let you know about these? or do you just assume that he would have these?
3. What lets you know or how would you know that he is fulfilling the role of Chancellor?
4. In what ways do you influence, or attempt to influence him toward doing these things that would fulfill that role?
5. What do you think he expects of you?
6. What in the performance of his role are you/would you like to see more of? What in the performance of his role are you satisfied with?
7. What in the performance of his role are you/would you like to see different? What in the performance of his role are you concerned about?
8. What do you feel is important for me to find out about the role of the Chancellor?

##### **Part Two of Role Set Member Interview: Investigating Role Episodes**

1. Would you pick a specific situation which stands out as an example of a time when he created, reinforced, or modified your expectations of him in his role as Chancellor? Would you tell the story of what happened?
2. What is this situation an example of for you? What does it mean or represent to you?
3. Is it a pattern? If so, what would the pattern be?
4. Could you give other examples like this one either that you've experienced or you've seen?
5. Do you have counter-examples of this pattern? If so, what's the difference between the examples and the counter-examples.
6. Do you have any general thoughts or observations on what you've just been describing?

## **Second Round: Interviews with Other Leaders from the University of the Nations**

This set of interview questions was used with leaders who would have a bigger picture than that of the U of N-Kona. It followed the first round of questions, sometimes immediately and sometimes on a separate occasion.

1. In what ways has he created expectations in you with regard to the following categories...
2. How would you say that having created that expectation, he has fulfilled it, or not in the following categories...
3. Has he ever significantly failed to meet these expectations? If so, how...or when?

### **Categories**

- a. Representing the U of N-Kona both locally and internationally
- b. Creating bridges between Kona and other organizations (e.g. YWAM, U of N campuses, churches, etc.) and people involved.
- c. Leading--e.g., defining the context, direction, and means of implementation.
- d. Gathering information and disseminating it to appropriate people
- e. Envisioning and initiating change
- f. Handling conflicts or disturbances affecting the organization
- g. Generating resources
- h. Allocating resources
- i. Negotiating on behalf of the organization

## **Appendix 4**

### **Areas of Responsibility Generating Expectations for the Chancellor**

The following listing is surely incomplete and constantly being adapted. However, it offers a good representation of the responsibilities associated with the role. From those responsibilities, it was possible to look for expectations associated with the role.

1. Spiritual
  - a. Provide spiritual covering for the organization
  - b. Discern with other leaders the Word(s) of the Lord for the organization
  - c. Maintain overview of spiritual condition of the campus and its people
  - d. Invite spiritual input into campus as a whole
  - e. Monitor spiritual input into campus
  - f. Lead the Leadership Council (spiritual leaders of the campus)
  - g. Provide oversight for spiritual activities--community meetings, worship times, etc.
  - h. Maintain own spiritual condition and disciplines in order to lead by example
  - i. Take public stands for righteousness in specific cases
  - j. Provide personal and professional counsel to broad array of individuals
2. Strategic
  - a. Communicate mission and vision locally and internationally
  - b. Establish a long range development plan on paper with targets and dates
    - 1) Facilities
    - 2) Student enrollment
    - 3) Program development
  - c. Assist school leaders with recommendations on potential outreach targets.
  - d. Support development of key programs.
  - e. Monitor external projects
3. Leadership
  - a. Networking
    - 1) Be informed informationally and through relationship with activists in the community (nation and world)
    - 2) Take initiatives with "value-net" partners for development of cooperation
  - b. Act as liaison with other organizational entities
    - 1) ...of YWAM
    - 2) ...of the U of N internationally
    - 3) ...of the church, mission agencies, etc.
  - c. Communication
    - 1) Conduct weekly staff meetings
    - 2) Speak and teach inside the organization
    - 3) Keep office open to those who want an appointment.



- 4) Educate outsiders on organizational initiatives
- 5) Engage in management by walking around
- 6) Inform local and international colleagues of relevant information
- 7) Correspond with individuals outside the organization
- 8) Establish regular channels of communication with the media
- 9) Write letters of accommodation/recommendation regarding staff
- 10) Develop or maintain contacts by answering inquiries
- d. Information gathering
  - 1) Listen to specified advisory body on issues affecting the organization
  - 2) Contact with key supporters and donors
  - 3) Contact with target locations for programs and program development
  - 4) Understanding broader context of the world today and requirements of it
- e. Decision making
  - 1) Accept and implement actions recommended from organizational members outside of the local setting
  - 2) Make the tough decisions--program development, change, etc.--no one else can make
4. Personnel
  - a. Be involved in recruiting staff for all key positions
  - b. Make recommendations for the appointment or promotion of subordinates.
  - c. Maintain accountability relationship with key staff (especially immediate subordinates).
  - d. Engage in personal, one on one commitment with key staff (local and international)
  - e. Make recommendations for the reassignment of subordinates, including promotions.
  - f. Prevent loss of human resources
    - 1) Establish, participate in, and monitor accountability for restoration processes of key leaders who have fallen
    - 2) Make the case for why key staff should remain rather than leave
  - g. Instruct/mentor subordinates in proper procedures: a) office, b) character
  - h. Train new staff in jobs related to own work
  - i. Counsel subordinates about career development
  - j. Help integrate subordinate's goals with organization's requirements
  - k. Re-assign staff to new jobs
  - l. Entertain supporters of staff members
  - m. Present awards to staff
  - n. Be influenced by the concerns of those he leads
  - o. Support individual staff in their financial support raising
  - p. Provide personal and professional counsel to broad array of outsiders
  - q. Provide support and even defense for staff exposed to criticism

5. Academic
  - a. Meet with academic deans, and subsequently, Academic Leadership Team to inspire, coach, instruct, and hear from.
  - b. Recruiting, particularly at the level of dean, but also school leaders
  - c. Facilitate resolution of conflicts involving academic leaders
  - d. Remain informed of issues in academic affairs
  - e. Create context for developing new academic programs
  - f. Bridge finances, operations and academics with issues such as new facilities, etc.
  - g. Create links to major donors for projects coming from the academic side
  - h. Meet regularly with guest instructors (the predominant type of instructor in U of N-Kona classes, usually teaching intensely for one week out of the quarter).
6. Financial
  - a. Oversee the financial situation of the organization on a weekly--monthly basis.
  - b. Hold college, school, and departmental heads accountable for their budgets through consequential actions.
  - c. Negotiate with lending agencies regarding loans and long term debt
7. Operational/Administrative
  - a. Prepare and present reports to outside individuals or bodies
    - 1) YWAM Global Leadership Team
    - 2) U of N Executive Team
    - 3) U of N Board of Regents
    - 4) U of N-Kona Board of Trustees
    - 5) U of N International Advisory Board
    - 6) International Leadership Team
    - 7) Others
  - b. Integrate or coordinate interdependent activities of related organizational activities
  - c. Involvement in Personnel issues where required
  - d. Get involved in the establishment of local vendor relationships. (Minimal).
  - e. Review contracts between the organization and outside entities
8. Representative
  - a. Travel as representative of the organization
  - b. Represent the organization to the outside
    - 1) Governmental
      - a) Administrative
      - b) Political
    - 2) Contractual
    - 3) Financial
    - 4) Church
    - 5) Media

- 6) Education
- 7) Health care
- 8) Business
- 9) Friends and donors
- c. Develop relationships with significant outsiders
  - 1) Donors
  - 2) Organizational leaders
  - 3) Missions leaders
  - 4) Politicians and government leaders
  - 5) Educators
  - 6) Others
- d. Interact with key stakeholders where appropriate
  - 1) YWAM Global Leadership Team
  - 2) Executive Committee
  - 3) U of N Board of Regents
  - 4) U of N International Leadership Team
  - 5) U of N-Kona Board of Trustees
  - 6) YWAM Field, Regional, National, and/or State leaders
- e. Teaching
  - 1) U of N
  - 2) YWAM International
  - 3) Churches
  - 4) Para-church
  - 5) Outside requests (e.g., local community)
- f. Consultations
  - 1) Other universities
  - 2) Para-church
  - 3) Business
  - 4) Others
- g. Educate outsiders on organizational initiatives
- h. Defend organizational initiatives against external critics
- i. Be visible to the local community as representative of the organization.
- j. Give briefings outside the organization
- 9. Organizational
  - a. Local
    - 1) Have criteria established for development of the organization
      - a) Jobs to be filled
      - b) Schools to be developed
      - c) Programs to be developed
    - 2) Secure outside consultancy when considering organizational changes

- 3) Actively facilitate cross-cultural developments within the organization
  - a) Staffing
  - b) Student population
  - c) Cross-cultural education for organization
  - d) Cross-cultural, inter-organizational cooperation
- 4) Consult with staff before acting according to appropriateness of the issue
  - a) Vice-Chancellors
  - b) Deans
  - c) School leaders and/or
  - d) Department leaders
  - e) General staff
- b. International
  - 1) Representative functions (see above)
  - 2) Formal functions
  - 3) Reconciliation functions
  - 4) Leadership functions

## Appendix 5

### Glossary

**Context**--refers to all that surrounds the focus of attention. Identifying contextual factors and their relationship to the focal point enlarges the meaning available from the study.

**Dating format**--when reporting on interviews, the file names are used and apply a dating format beginning with the year, month, and day which facilitated ease of access within my computer.

**Expectation**--mental representations of experience used as evaluative standards. They are mental representations of how things either should be (normative expectations), or will likely be (anticipatory expectations).

**Expectation Enactment**-- the process of creating, modifying, and/or reinforcing expectations which a role set member holds.

**Expectation Enactment Analysis**--a comprehensive analysis used to recognize the nature, process, and impact of a role incumbent's expectation enactment.

**Expectation Enactment Program**--an internal process which orients the role incumbent's perception, evaluates input, and generates behavioral output. Its results are enacted expectations.

**Impact Analysis**--an aspect of Expectation Enactment Analysis used to provide 1) a developmental look at the impact a Role Incumbent creates through time, and 2) an end-of-study analysis offering feedback on what adjustments may be made.

**Inquiry from the inside**--a research methodology extending participant observation. The critical components include immersion in the culture, experiential involvement, and existential commitment to the organization originating out of a strong desire to know, if not need to know, what is being researched.

**Managerial Agenda**--the standard by which the role incumbent evaluates his perceptions, tasks, activities, and behaviors related to his/her role. Hales (1986) defines it as "mental representations of tasks which form a unit of work, together with an indication of their priority."

**Managerial Work, Jobs, and Behavior**--the academic discipline which has focused researchers on the question of managers and what they do.

**Organizational Life-Cycle**--theory that organizations go through developmental phases, each of which has unique problems to be addressed and goals to be achieved.

**Parameters**--in this research they refer to the "givens" within the role incumbent's and role set members' worldviews. As such, they focus the definition of the situation for an individual and/or group. Often they go unnoticed because of their general acceptance.

**Reality**--that which is. This research assumes three forms of reality--subjective, objective (consensual), and eternal. The perspective one takes determines which of these realities is operative in any situation for a person, even while all three can be operating at once.

**Role**--an open systems construct, interactively constructed through time. It results from input to the role incumbent in the form of communicated expectations, processing of that input, and output in the form of role performance. This definition encompasses a more traditional definition that a role is the sum of the expected behaviors of a role incumbent occupying a social location (position).

**Role Episode**--an interactive situation represented as a cyclic series of communications between the role set member and the role incumbent. With regard to the evolution of a role, this process continues in the situation until the role episode reinforces the role(s) as it is, creates shared expectations of a new or modified role, or postpones negotiation regarding the role.

**Role Episode Model**--a role model developed by Katz and Kahn (1978) to analyze the effect of role set member expectations communicated to a role incumbent.

**Role Identity Model**--a cybernetically based model developed within Role Theory that focuses attention on role identity as a standard for evaluation in ongoing behavior.

**Role Incumbent**--The role incumbent occupies a social location (a particular position) within the organization.

**Role Set/Role Set Members**--Individuals who communicate expectations to the role incumbent regarding his or her activities in the role comprise the role set. They are called role set members.

**Symbolic Interactionism**--a sociological discipline adapted by social psychologists for its usefulness in explaining the social construction of reality. G.H. Mead is considered to be the father of this discipline.

**University of the Nations**--a global, missionary-training university with over two hundred branch location campuses around the world operating as a ministry of Youth with a Mission.

**University of the Nations-Kona**--the original resource campus of the University of the Nations, located in Kona, Hawaii.

**Youth with a Mission (YWAM)**--an international, multi-denominational, Christian missions agency located in over 650 locations worldwide, focusing on evangelism, training, and mercy ministries.